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ABSTRACT

The practical steps outlined in this manual are based on the experience of establishing Marquette (Michigan) Alternative Senior High (MASH), organized in 1978 to serve rural youth who had dropped out or were not benefiting significantly from the regular high school programs. Chapters are organized in chronological progression and each refers to worksheets that, when completed, form a framework for an alternative program. Chapters 1 and 2 discuss determining needs of students and reaching a consensus on program philosophy. Chapter 3 deals with defining the program including goals, target population, and curriculum. Chapter 4 summarizes approaches to funding and sources of financial aid. Chapter 5 covers site selection, student recruitment, staff selection, and other phases of starting a new school. Chapter 6, on policies and procedures, prompts consideration of forms of internal governance. Chapter 7 notes the non-academic problems facing alternative education students and suggests ways of providing support services. Chapters 8 and 9 describe the curriculum and the emphasis on employability as a basic skill. Chapter 10 discusses a variety of professional training activities, and Chapter 11 considers accountability through student assessment and program evaluation. Chapter 12 provides a plan for creating a positive public image. (JHZ)

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SO YOU WANT TO START AN ALTERNATIVE SCHOOL!

A HOW-TO-DO-IT MANUAL

presented by

PROJECT "MASH"

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An
Alternative Education Development Project
of the
Marquette Public Schools

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Michigan Department of Education

Judith K. Ingram, Project Director
Richard P. Klahn, Ph.D., Superintendent of Schools

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PROJECT

MASH

alternative
education for
students who do
not succeed in
regular programs

An

E.S.E.A. - Title IV, C
Project

Operated By

Marquette Public Schools

PREFACE

This manual is written with the hope that it will promote increased alternative education opportunities for youth. It is based on the experience of organizing and operating Marquette Alternative Senior High (MASH) and is written from my perspective as organizing Director.

Special acknowledgement is made of the skill and service of Howard Tamminen, who succeeded me in the fall of 1979 as Principal of MASH; and to the teachers, past and present, including: Lauri Zorn-Gillet, Joe Knauf, Marilyn Gorski, Scot Stewart, Steve Lindberg, Doug Johnson, Debbie Vezzetti, Laverne Chappell, and Lee Baumann. Thanks, too, to Helen Hultgren who efficiently manages the office.

Special appreciation is extended to Marigene Richardson, who has effectively fulfilled a number of responsibilities, including: Coordinator of Support Services, teacher, testing supervisor, curriculum developer, and all around administrative assistant; and to Garee Zellmer, Title IV,C Secretary who also works over and beyond the call of duty.

Gratitude and appreciation are extended to Dr. Richard P. Klahn, Superintendent of Schools, and to the members of the Marquette Board of Education without whose interest, encouragement, and support, there would have been no alternative school in Marquette.

Judy Ingram
Marquette, Michigan

April, 1982

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Project MASH

An Alternative Education Curriculum Development Project
funded through E.S.E.A. Title IV-C 1979-1982

Location:	Marquette, MI (City of Marquette Public Schools)
Grades Affected:	9-12
Category:	Secondary Alternative Education

TARGET POPULATION:

Young people between the ages of 16 and 22 who have dropped out of regular high school or have demonstrated their inability to benefit substantially from traditional secondary programs.

NEEDS SITUATION:

Each year between 150 and 200 young people drop out of Marquette Senior High School, unwilling and unable to acquire the basic skills necessary for meaningful and responsbile livelihood. Without further education, significant numbers will not find employment and are likely to pursue lives characterized by dispair, alienation, criminal activity and economic dependence.

PROGRAM DESCRIPTION:

A three year developmental project will result in a comprehensive curriculum model that is effective in meeting the needs of alternative school students in small rural districts. First year emphasis is on building a program at Marquette Alternative Senior High (MASH) which promotes growth in self concept, acquisition of basic skills, employability preparation, and hope for the future. In addition to basic high school courses, students participate in a small group experience promoting affective growth. Assessment procedures identify areas of superiority in each student which serve as a basis for developing a personalized study plan. A Basic Skills Lab provides intensive help in reading and writing, and course outlines with suggested activities are being produced in other subject areas. Pre-employability training is stressed, and students spend 1/2 day working or at the vocational Skill Center. Special projects will combat the sense of isolation and limitation experienced by rural youth. Professional development of staff is a strong component; so is development in regular schools of new alternative programs designed to reduce school failure.

PROJECT OUTCOMES:

1. Youngsters who have dropped out of regular school will grow in self-esteem, learn basic skills essential to daily living, acquire training and esperience in the world of work; earn a high school diploma.
2. Alternative school teachers will participate in a professional development sequence, designed in response to their self-assessed needs, that enables them to meet more effectively the affective and cognitive needs of students.
3. The Title IV-C Project will become a catalyst for change throughout the district by promoting new programs and strategies that reach non-traditional learners and reduce incidence of school failure.
4. A comprehensive model for alternative education will be developed that is replicable in other districts of similar size and rural characteristics.

EVALUATION DESIGN:

The evaluation design will generate data for analysis relative to both student learning and staff training for improved program functioning. Evaluative procedures have been selected so that data, relative to student learning and effectiveness of program components, can be collected and analyzed at the end of each project year. By the end of the third year, data will be more significant as a fully functioning alternative program is evaluated by empirically based criteria. Evaluation procedures provide continuous feedback for revision of curriculum and teaching-learning strategies.

INTRODUCTION

This is a how-to-do-it book. It describes a model based primarily upon the experience of establishing Marquette Alternative Senior High (MASH), organized in 1978 to serve youth who had dropped out or were not benefiting significantly from the regular high school programs.

The setting is a city of 28,000, located on the shores of Lake Superior in the Upper Peninsula of Michigan. The district is small, with limited resources, but its alternative program has proven to be highly effective in providing basic skills training and employability preparation on a cost effective basis.

This manual is designed for potential alternative program directors and others interested in replicating the MASH model in their district. Each chapter offers practical advice by way of illustration. We commend to you those things that have worked and we have not hesitated to share our mistakes. Each chapter refers to exhibits contained with each chapter and to worksheets in the last section of the manual. These, when complete, will form an entity in themselves--a framework for your unique alternative experiment. And unique it must be; for no one will wish to copy our model exactly. There must be a rightness of fit between your unique situation, the specific needs of your students, the gifts of your staff....and your school.

Chapters are organized in chronological progression. Don't skip the first chapter on needs assessment and building a support base just because you already know there is a need and are ready to respond. Documentation and political commitment are good preventative medicine, for inevitably, alternative education will threaten some people. You will need to help your potential adversaries view the alternative movement as a natural consequence of legitimate differences in people and how they respond to the pressures shaping contemporary society. Alternative programs can address unmet needs and at the same time improve the effectiveness of traditional school programs.

Chapter 2 is the most important one in the book. It charges you as a staff and a school district to develop consensus about what your school will be. There will be no permanent answer at this stage, because it will take at least a year to really know your clientele. Nevertheless, you will find it beneficial to develop an interim statement based on the answers to two questions:

1. What needs do your students have?
2. Which of these can a school hope to address?

This is hard, because you and your staff, and members of the governing board will have a variety of ideas about the nature of humanity and the purpose for schools. But don't let your personal biases (or ours) get in the way. Work hard at this and the results will set a tone and help you establish a climate that is both positive and realistic. Short circuit the process, and there will be disillusionment, cynicism and despair. Bear in mind, the average life of alternative schools nationally is two years! Those that survive have two distinguishing characteristics: 1) they have a well-developed philosophy and program guidelines; and, 2) they enjoy the active support of the Superintendent of Schools. More on politics later!

Chapter 3, on formulating the program, is the natural outgrowth of developing a philosophy. Chapter 4 is entitled "Finding the Funds". In times of economic recession, the need for alternative schools grows. But concurrently, financial resources dry up and pressure mounts as to where to spend fewer dollars. School districts who receive substantial state aid for each child on the rolls have a built-in incentive to develop programs that will cause youngsters to stay in school. This prompts one to consider then whether or not revenues -- whatever their source -- should not "follow the child" into an appropriate educational program. This section concludes with a description of Marquette's current efforts to organize an educational cooperative with neighboring districts as an economically viable way of retaining not only alternative education for drop-outs, but also advanced level academic courses and vocational training opportunities that can no longer be supported on an individual district basis.

Chapter 5 describes preparations for starting the school. Site selection comes first, which is easy if your district happens to have a vacant school building, but very hard if you are bent upon convincing the fire marshall to approve a "new" instructional site. Recruitment of students will begin concurrent with the selection of faculty. Whether hiring new staff, or selecting from those engaged in "forced relocation", there are traits you should look for and a balance of differences you should seek.

The section on policies and procedures, Chapter 6, will prompt your consideration of forms of internal governance. MASH initially embraced a full-blown concensus model. The staff subsequently decided that not everyone needed to make every decision, but that there had to be a process by which everyone had some say in deciding how responsibility for certain functions would be delegated. It is endemic to alternative schools that many start out on the presumption the kids want a big part of determining what happens. Most MASH students want a sense of ownership, but along with it, they are looking for structure and limits. You and your staff will have to discover how to properly blend flexibility, care, and concern, with suitable doses of firmness, fairness, and predictability. Only then will it become possible to accept kids just as they are and, at the same time, convey high expectations for what they can become.

An important aid is an intentional system of support services described in Chapter 7. The majority of youth coming to MASH do so for non-academic reasons. Until problems such as inadequate housing, alienation from parents, and serious illness are addressed, little formal learning can be expected to take place. But MASH is first of all a school; it can provide effective social services to the extent that it becomes a conduit and focal point for services already provided by community agencies.

Chapter 8 introduces the curriculum. MASH course content can be described as a blend of traditional high school academics with the most practical of the Michigan Life Role Competencies. It is a back-to-basics program--if by basics, one includes in addition to reading, writing, and computation, the need to be an adequate personality worthy of feeling responsible for one's self and for others in the community. The MASH model is a stripped down curriculum which works because within each course, small group instruction is combined with individualized study plans. Course outlines are included. MASH staffers "cut and paste" as do most good teachers. Good curricula abound, but each teacher needs to sort, select, modify, and combine materials into learning experiences that match the uniqueness both of the teachers and of the students. Learning objectives are accomplished by a variety of teaching activities in an effort to accommodate an inevitably broad range of student achievement, ability, and interests. Traditional classroom strategies are augmented by weekly field trips, community guests, extra-curricular social activities, and service projects which are an important requirement at MASH.

In Chapter 9, employability is emphasized as a basic skill. Most alternative youngsters respond positively to the chance to work half a day, and the community likes it, too. The school cannot assume the existence of a "work ethic" among its students, but to the extent it can be nurtured, youth previously regarded as "losers" in society may become eager achievers and productive learners.

Chapter 10 describes a sequence of professional training activities requested by staff and acknowledged to be helpful in promoting teaching techniques they themselves selected as working most of the time with most of the kids.

The MASH model gives a unique thrust to the whole idea of testing and evaluation. For the student, testing is emphasized as an aid, a way to identify strengths from which to build knowledge and skill to do those things the student wants to do. Tests help teachers convey appropriate expectations and provide practical assistance for choosing materials and preparing study plan. Results help document program success. Standard tests, such as the "Stanford Diagnostic in Reading and Mathematics" are utilized, also indirect measures such as attitudinal studies, attendance records, job success, recidivism rates, program retention rate.......and follow-up studies of graduates.

The final chapter hearkens back to the first.....and includes steps for building community support. Alternative programs can flourish in times that are conservative and financially frugal. They are cost effective, and a proven mechanism for saving kids from lifetimes dominated by alienation, criminal activity, and long time dependence on public assistance. But it is necessary to spread the good news -- to develop an intentional publicity campaign that reaches a variety of publics. As support grows, ways will evolve of demonstrating the potential alternative education has for stimulating change and revitalizing the structures of public education. This has occurred within the Marquette school district, and it will happen throughout the state to the extent this IV-C Project can promote interest and assist in implementation of the MASH model.

CHAPTER 1

NEEDS ASSESSMENT...OR HOW TO IDENTIFY THE MARKET

An asset peculiar to cause-oriented persons is a propensity for giving the answers before asking the questions. This habit can be a serious failing; and all who aspire to start an alternative school should accept the discipline of systematically assessing the need. Not only is this an opportunity to back up beliefs with fact, but it is the ideal way to begin developing political support in the community.

Where did the idea for your project start? If impetus came from within the public school system, that is to the good. If, in addition, there has been gentle prodding from outside sources, all the better. This is not to say that alternative education should become a means of rebelling against the educational status quo. This is one approach, but it is not the one advocated by those of us associated with MASH. Promote what you want to do as being a supplement and aid to the public school establishment. This is the way to reach the most children; your chance of survival is greater; and there is the added opportunity to stimulate change in regular programs. And don't underestimate the establishment; a preponderant majority of all people in education are there because they care about kids and want to help them learn.

The following excerpt from the first Annual Report describes the beginnings of Marquette Alternative Senior High:

> In the fall of 1977, Marquette Public School administrators convened a group of community leaders who had been expressing their concern over the rising number of high school drop-outs. Spearheading the effort was Michael Anderegg, Judge of the Juvenile Court, assisted by the Director of the Department of Social Services and Intermediate School District Superintendent, Frank Mead. At the urging of the Superintendent of Schools, Richard P. Klahn, an application

for seed money being offered by the State Neighborhood Education Authority, was prepared. The group of citizens and educators organized itself into a Program Planning Board, designating the Marquette Public School system as fiscal agent and selecting Judith Ingram as organizing Director. Charter board members included the following persons, (indicated by title):

Detective Lieutenant, Marquette Police Department
Assistant Superintendent, Marquette Public Schools
Director of Counseling, Marquette High School
Judge of Probate Court, Marquette County
Commissioner, Marquette County Board
Coordinator, Project AIDE, Marquette-Alger Intermediate School District
Deputy Superintendent, Marquette Public Schools
Director, Northern Michigan University Skill Center
Public Affairs Administrators, Cleveland Cliffs Iron Company
President, Lake Superior and Ishpeming Railroad Company
Chairman, Organization of Native Americans
Director of Special Education, Marquette Public Schools
Principal of the Graveraet Middle School, Marquette
Program Administrators, CETA
Director, Department of Social Services

The importance of enlisting the aid of such persons as listed above early in your planning cannot be overstated. MASH's strongest support and most tangible help have come from those whose professional self-interest has been served through the existence of the program.

The Director proceeded to establish a planning time-line, develop a tentative statement of purpose, and collect data to document need. Information was solicited from representatives of the courts and community agencies, including the Department of Social Services, the Community Mental Health, the Tribal Council for Indian Affairs, and CETA. Special efforts were made to get figures on the number of unemployed high school drop-outs in the area, and to determine the percentage of criminal activities committed by persons in this category. Marquette educators (K-12, parochial and higher education) were surveyed along with superintendents and principals from neighboring districts. The Marquette-Alger Intermediate School District proved to be a valuable source for statistics. Note worksheets 1,2,3, and 4 in the last section of this manual which can be used to collect such information.

A word of caution: do not assume that all will embrace the concept of alternative education with enthusiasm. Indeed, the term suffers a bad reputation in many circles, partially because in the 1960's many educational experiments were irresponsible and even harmful to youth. Coupled with this is the notion that the existence of alternative programs is an indictment upon traditional educators and their schools. This is the occasion to administer an ounce of preventative medicine. Take the time to talk with your high school principals. Explain that alternative education is a logical response to what we now know about the differences in people and the ways they learn. Remind your colleagues that, whereas in 1950, only 50% of teenage youth were educated in our schools, today the figure is 92%, with few availing themselves of the historical educational alternatives of home, church, farm, or apprenticeship in the trades. Traditional education still works for the majority, but a significant minority (25% who fail to complete high school plus many others who do not learn minimal skills) requires special intervention to achieve minimal success. By meeting their needs with appropriate programs, regular schools and programs are freed up to provide services for those who can benefit.

Once data about potential clients is collected, make good use of it. Share your information with members of the Board of Education. Introduce the concept of alternative programming as a cost-effective way for school boards to execute their responsibility to provide educational opportunities for all learners -- not just those able to conform to a specific traditional program. (This is an important idea; plant the seed early, and nourish it regularly.)

Make contact with other district administrators and with high school faculty members. The MASH staff did this, but not well enough.

With care, we could have helped more teachers view the alternative school, not as a "cop out", but as a humane experiment in rehabilitating youth for whom traditional programs were not, and in many cases, could not, be successful. Many Marquette high school teachers see MASH as a real asset, if for no other reason than as a place to put trouble makers. Several teachers from the regular staff have taught a course at MASH and are among our most ardent supporters.

Contact the local media to tell them of your plans. At the same time, secure lists from your local high schools of those youth who have dropped out in the last three years. Work directly with the principals, and ask that those students who did not return after summer vacation be included. Try to contact those listed by phone, asking if they would be interested in resuming their high school education. In the summer of 1978, we telephoned 321 dropouts. Forty percent responded with interest in attending the alternative high school. One hundred and twenty-nine came for interviews, and sixty-four enrolled. On opening day, sixty-seven showed up.

CHAPTER 2

AN EVOLUTIONARY APPROACH TO PHILOSOPHICAL FOUNDATIONS

In developing alternative education, there is a tension between diving in wherever there is apparent need on the one hand, and on the other, researching, planning, and worrying the concept to death without ever meeting real people. We, at MASH, advocate a zealous, highly committed but sensible approach.

A good place to begin is to acknowledge that there is considerable confusion as to what alternative education means. The article in the Appendix by Tom Gregory and Jerry Smith responds to this dilemma by describing briefly the historical context and then enumerating common characteristics. Alternative education programs are developed because traditional or regular schools do not meet the needs of all students. They stand in contrast, therefore, to the usual public school organization of self-contained classrooms, teacher-directed large group instruction, and chronologically based lock-step progression from grade to grade. Alternative schools may lean either in the direction of more rigid, back-to-basics, academy-type programs or toward informal and collegial learning communities with small group or individualized instruction, attention to affective needs, and emphasis upon the world of work. The range of program types is almost endless. In 1975, Allen Glatthorn identified 48 distinct classifications in his book Alternatives in Education (published by Dodd, Mead, 1975 ref: pp 27).

That does not mean, as your detractors will contend, that alternative education is simply "doing your own thing." Today, it is a condition of survival that alternative schools demonstrate structure, a theoretical base, and be accountable for results. The challenge is to do so without losing sight of the ultimate purpose, namely addressing the unmet needs of youth.

Mario Fantini, Wayne Jennings, and Vern Smith, in defining alternative education, include the following elements, here paraphrased:

1. An alternative program operates in addition to an existing program and is distinctly different with respect to organization, instructional methodology, and/or content.

2. Such a program offers real choice to parents, students, and teachers. (Note here that the MASH model which addresses a particular audience is also a special function school. But MASH insists that participation be voluntary; that students be given a real choice whether or not to attend).

3. Alternative programs reflect accepted principles of learning theory. There are several educational psychologists and researchers whose theories have been validated and can provide appropriate undergirdings for alternative schools. The fact that several different ways of learning have been identified in itself legitimatizes the existence of alternative education.

4. Alternative programs work toward comprehensive goals common to all schools in the district. The assumption here is that your program is to be a part of the public school system. If so, district-wide goals are essential, and tax money is allocated, therefore, to provide a variety of means so that more youth can achieve the same ends. (Vernon Smith, Alternatives in Education. Phi Delta Kappa, 1978, pp 9). Examine your district's statement of purpose; in Marquette there is greater congruence between the district's official philosophy and the program at MASH than with any other program.

Gregory and Smith describe common program elements. Typically, alternative schools are small and interactions are informal. There are fewer rules, but (and this is important) there is a "higher level of order and organization." Norms simulate those of the family; students are regarded as whole people; there is a real sense of belonging to a social group; internal cohesion substitutes to some degree, for external authority. Sharing is valued over competing. (See Appendix A)

The quotation above is supported by the findings of James

Coleman and Christopher Jenks, that school achievement is most closely linked with family background. (Quoted by Wayne Jennings, Minneapolis, Minnesota, November, 1976). For further discussion of the alternative school movement, see The Kappan,

There is a reoccurring theme, one which is fundamental to the MASH model, namely that the school and its program reflect the needs of students. The students will not learn and do only what they want to, for it is the important responsibility of those of us who consider ourselves educators to say what we think today's teenagers need. Traditional schools frequently emphasize only the second half of the equation, partly because that's the way things have always been done, and partly because it is very risky business for teachers and administrators to really get to know kids and their needs.

Now is the time to begin defining the needs of your students. Turn to Worksheet 5 at the end of this Manual and respond to these questions:

1. WHAT ARE YOUR STUDENTS' NEEDS?
2. WHICH OF THESE NEEDS CAN YOUR SCHOOL ADDRESS?

Your answers constitute the beginning of a tentative statement of purpose. This effort is essential for at least two reasons: 1) the mechanics of schooling should always be undergirded by a philosophy and theoretical framework; and, 2) you will need this kind of ammunition to sell your program. As soon as you have completed your statement, make plans to revise it. This is but the first step of an ever evolving process; your school must resist institutional "hardening of the arteries" lest it become as unresponsive to the real needs of some youth as the traditional schools.

The following statements document attempts by the MASH staff to build a philosophy. The first was prepared during the process of interviewing candidates for the directorship of MASH. (A comment may be appropriate here about organizing directors of alternative schools.

They tend to display a high degree of "cause" commitment and a strong leadership style. This can certainly be an advantage when there is so much to do and so few instructions. Also, a new program needs a strong advocate who can sell it to a variety of constituencies, often under fire. The Director must be sensitive, however, not to reject divergent thinking or to block the collegial aspects of planning. What is required is to balance confidence and conviction with openness to the creativity of others).

The second document, entitled "The Alternative High School", is an example of group planning. It was drafted by members of the original Program Planning Board. It began with a blackboard of words and phrases scrawled out in response to the question, "What will our school do and be?" The "Activities and Outcomes" sheet was the result of a teachers' workshop one month after the opening of school, at which time staff members attempted to make connections between often mundane daily activities and the hoped-for outcomes for kids.

More formal statements of MASH's purpose were enunciated in the spring of 1979 when application was made for the E.S.E.A. Title IV,C Curriculum Development Grant. But amid the ecstacy of a three year award, graduation for ten and an enlarged program, there was agony, too. In preparation for a staff in-service, questions were submitted by teachers including the following which indicate doubts about the program, its stability, and whether the staff could deliver what it had promised. Examples follow:

1. How can we exude confidence and stability in a sea of uncertainties?
2. I love it, but I'm surrounded all day by values and mores so alien to my own. How do I keep my head glued together?
3. Sure-we should decide things together, but at 4 p.m.? I'm beat!
4. What is more important, socialization or the three R's?

5. The ones who don't want to learn are ruining it for everyone else.

7. You get a kid who's stoned; what are your options....throw him out -- into the arms of the next junkie?

By the beginning of the second school year, I had become IV,C Project Director and Howard Tamminen had come from St. Paul, Minnesota to be Principal of MASH. MASH enrollment was at 100! In response to requests from teachers, we scheduled a curriculum course which met eight Saturday mornings under the direction of the School Superintendent. Interestingly, over half the course time was devoted to debating the exact nature and purpose of MASH. Each staff member prepared a separate statement of philosophy--and separate they were! This might seem confusing, but diversity is a strength of any alternative school. Excerpts from one of the statements written by Howard Tamminen are included here:

> ### Some Thoughts about an Alternative School as Community
>
> The model I would choose in developing an ideal alternative school community is that of the extended rural farm family. My conception of this family and the descriptors listed below comes primarily from my own parental family (extended and rural farm) and the family of which I am a parent, as well as general reading and a keen interest in the family as a social unit.
>
> As I have mused over the dynamics that operate in a family, I have compiled a list of characteristics that are important to the working of the family. These characteristics are consciously stated in terms that provide a contrast to the way schools often operate:
>
> --Everybody is important; everybody is part of the family, everybody is cherished.
>
> --All are treated with respect and personal dignity is protected.
>
> --Nobody flunks; nobody gets kicked out; if you leave you can always come home again.
>
> --Everybody teaches everybody else; everybody learns from everybody else.

--We are all in this together--both productive and maintenance tasks are shared by all.

--We learn most by doing--by helping other members do tasks and by showing others how.

--We don't try to teach others something before they are ready to learn.

--We have a lot of family discussions and have family conferences to deal with problems. Nobody is boss.

--We share decisions about how to spend money.

--We plan things together for the future.

--Reading is important; so are other hobbies, recreational things and individual talents.

--We believe in doing a lot of hugging, horseplay, giving strokes, and laughing.

--Members have a lot of freedom to choose what they want to do.

--Family traditions, customs, and beliefs are important, known, and practiced.

--The rules are seldom stated explicitly, but are learned by example and role modeling. Children and adults have the same rules and are treated equally.

--We promote interaction and experience with other individuals, families, and larger communities.

--Our time schedule is flexible--we do things when we need to, not because of the clock.

--We accept the fact that other persons and families are different from us; would not want them to be like us; and enjoy the enrichment and diversity these differences provide.

I believe that most, if not all of these practices, can be and have been, incorporated into schools. Because many families today are lacking several of these characteristics, and because many school children have, in fact, no real family, the concept of school as surrogate family has important implications for the health and personal development of these children.

A teacher committee attempted to collate and correlate these several staff statements into one. (See Exhibit 2-D)

A final document, "An Alternative Philosophy in Support of MASH" (Exhibit 2-E) was revised early in 1982 for inclusion in the IV,C dissemination materials. The following issues are addressed and should be considered as you prepare your statement:

--Are there assumptions about the nature of youth?

--Is there reference to learning theory?

--What about the purposes and obligations of public education?

--Why will alternative education affect change when traditional programs have not?

--What will be taught?

--What are the intended outcomes for students... schools....and society?

Presented by Judy Ingram
as part of interview process
for selection of Director.
April, 1978

Basic Concepts

1. The Alternative Education Program will address itself specifically and exclusively to the teenage drop-out and potential drop-out who cannot make it in regular high school, and demonstrates a desire to participate in a specialized academic and vocational program.

2. Program goals will emphsize positive changes in attitude, behavior and performance of students. The desired outcome is a high school diploma and a satisfactory employment record.

3. Essential characteristics of the program are small size, personalized approach, and high standards. The format is simple, straightforward and structured (a base appropriate to embellish upon with imaginative and innovation).

4. Exacting standards will be maintained through a rating system posted for each student each month. The rating is based on attendance (max. 9 absences per semester), behavior, academic credits earned and quality of job performance. No drug use or effects thereof will be tolerated while in school. Students not complying with regulations or failing to make ratings will be dropped from the program.

5. Positive peer pressure will be encouraged through student participation in developing rules and regulations. Students will sit equally with faculty at in-take interviews and at hearings for persons failing to make ratings. General Meetings will be held regularly to discuss problems and pose solutions.

6. The school day will be divided equally between academics and work experience. The academic curriculum will emphasize basic skill acquisition through individualized instruction. The remaining half day will be devoted to securing and holding a job, or to receiving vocational training at Northern Michigan University's Skill Center.

7. The Alternative Education Program will both produce and be dependent upon community good will. Strong ties will be developed with relevant agencies and with members of the business community. Positive public relations can stimulate community support for additional alternative programs within the school district.

Exhibit 2-A
MASH 82

Program Proposal developed
by Director and members of
Program Planning Board,
August, 1978

The Alternative High School

The Program Planning Board proposes to operate an alternative high school for young people who have dropped out of school or are unable to benefit from a traditional program. The purpose is: to help young people who cannot make it in regular school develop lives which are personally meaningful, economically productive, and socially responsible. Measurable goals for students will include: 1) improved attitudes about self and others; 2) acquisition of basic academic skills; 3) demonstrated competence in the world of work; and 4) credits earned in all courses required for a high school diploma.

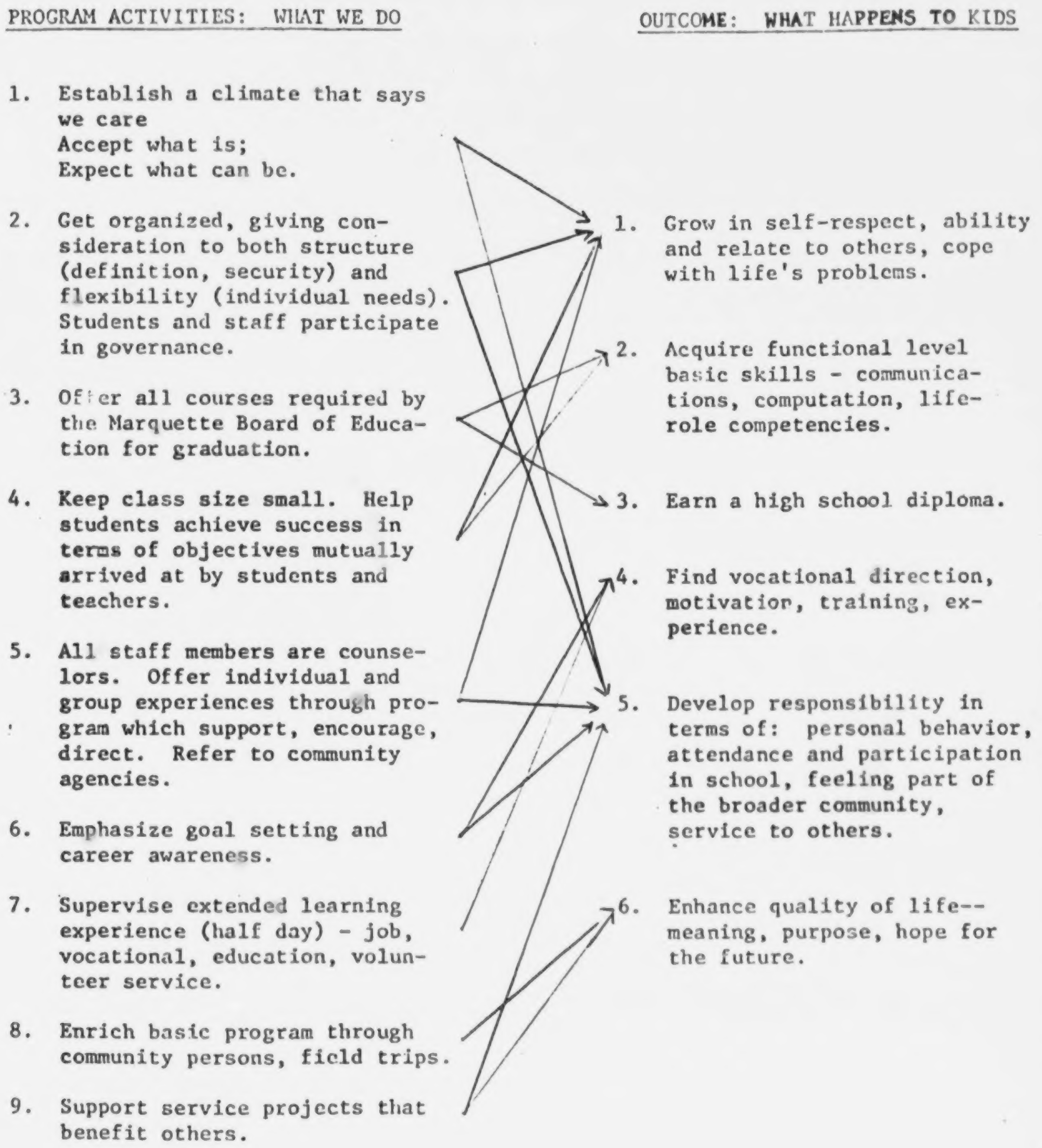
With a staff of four, the Alternative School will serve approximately 60 youngsters, age 16 to 20, who will attend classes either morning or afternoon and be involved in a supervised job experience or vocational training the other half day. Core courses in Language Arts, Math, Social Studies and Science, supplemented by learning experiences in the community, will prepare students for a Marquette Senior High School diploma.

This project is directed by an independent Program Planning Board which assures that the school will be an alternative that is directly responsive to local needs; the appointment of Marquette Public Schools as fiscal and administrative agent provides coordination and cooperation as well as extensive support services.

Distinctive characteristics will be small size, personalized approach and individualized study programs geared to the entry level and ability of each student. Coupled with warmth and acceptance will be definite standards and high expectations of what each can become. This will be a structured program, and rules governing use and possession of drugs, discipline, and attendance will be firm, fair and enforced.

Exhibit 2-B
MASH 82

Activities and Outcomes
Prepared by Alternative School
staff during 2nd month of operation.
October 1978



PROGRAM ACTIVITIES: WHAT WE DO

1. Establish a climate that says we care
   Accept what is;
   Expect what can be.
2. Get organized, giving consideration to both structure (definition, security) and flexibility (individual needs). Students and staff participate in governance.
3. Offer all courses required by the Marquette Board of Education for graduation.
4. Keep class size small. Help students achieve success in terms of objectives mutually arrived at by students and teachers.
5. All staff members are counselors. Offer individual and group experiences through program which support, encourage, direct. Refer to community agencies.
6. Emphasize goal setting and career awareness.
7. Supervise extended learning experience (half day) - job, vocational, education, volunteer service.
8. Enrich basic program through community persons, field trips.
9. Support service projects that benefit others.

OUTCOME: WHAT HAPPENS TO KIDS

1. Grow in self-respect, ability and relate to others, cope with life's problems.
2. Acquire functional level basic skills - communications, computation, life-role competencies.
3. Earn a high school diploma.
4. Find vocational direction, motivation, training, experience.
5. Develop responsibility in terms of: personal behavior, attendance and participation in school, feeling part of the broader community, service to others.
6. Enhance quality of life--meaning, purpose, hope for the future.

Exhibit 2-C

Philosophical Statement of Purpose

Summary Statement Prepared by the MASH Staff

Purpose

MASH as a learning community is a voluntary association of people gathered for common as well as individual purposes. Some of the common purposes that bring us together:

- to help and be helped to earn a high school diploma
- to share the benefits of learning and teaching
- to improve and develop interpersonal relations skills
- to prepare, train for, and experience the world of work
- to enhance understanding of self and improve self-concept
- to learn basic survival skills and coping abilities
- to live life, not just prepare for it
- to learn concepts essential to understanding our common humanity, history and heritage.

Rights and Responsibilities

Each member of a community accepts limits, voluntarily surrendering a degree of personal freedom to protect the rights of others, as well as further the opportunities for self growth. Each of us makes a commitment to participate and accept obligations essential to a cooperative learning environment. People are differentiated not according to worth, but because some excel in expertise, training and/or experience. We share and help each other; all are lifelong learners. We strive for a symbiotic community which links all its members and resources in planning, seeking, and implementing solutions to common problems.

"School should be a process of living life--not preparing to live life". This suggests a multiplicity of two-way interchanges (teacher ↔ student), (community ↔ student), (teacher ↔ community), (parent ↔ school), etc.

Alternative School staff members have a great responsibility to act as acceptable models (socially, academically, intellectually, etc.) establishing for others only those standards they are themselves willing to demonstrate. Teachers must learn to accept apparent failure but also to main-

Exhibit 2-D
MASH 82

tain high expectations for achieving the community's goals and objectives. Staff and students must make intentional efforts to increase interpersonal skills, academic skills and competencies critical to a meaningful existence in many different settings. The staff as a group should model cooperative (as opposed to competitive) behavior in its efforts to discover new ways to meet its own needs as well as those of others.

Rights of Students:

1. Marketable skills
2. Literacy
3. Non-threatening atmosphere
4. Community of friends

Rights of Teachers:

1. Supportive peer group
2. Working conditions suitable for tasks to be accomplished
3. Supportive administrative structure which encourages
    a. Planned experimentation
    b. Opportunities for increasing knowledge about our type of educational experience
    c. Community of friends

Limits and Barriers

We acknowledge the following restrictions, limitations and barriers to full exercise of our freedom to pursue our individual and common goals:

- the need to limit personal freedom and accept obligations (attendance, participation, responsibility for others) essential to the group enterprise,
- the need to operate within the guidelines and mandates of the local Board of Education and school administration, and local, state and federal law,
- the obligation to be sensitive and responsive to the expectations, values, mores, monies of the community, particularly the parents of our students,
- the limitations imposed by budget and facilities; lack of energy and creativity; and the need for staff and students to have private and family time.

Exhibit 2-D-2

A Philosophy--in Support of MASH

Alternative education is predicated on the belief that people are essentially good; that they differ in many ways including the methods by which they learn and the manner in which they respond to the various pressures of society and its institutions.

Since a substantial minority of young people do not respond to traditional school programs, public education has an obligation to provide learning activities so that all learners can benefit, not just those who conform to particular norms and standards.

Drop-outs constitute 25% of our high school age population. For a variety of reasons, they and others identifiable as in-school failures have little sense of self-worth or expectations for success. Such youngsters must be helped to accept themselves and each other, and elemental needs for food shelter, and security must be addressed before formal learning will take place.

Hence, MASH--a model work-study program which features small size, individualized small group instruction and personal attention from adults who know how to care. The program promotes acquisition of basic skills and pre-employability training. Knowledge and wisdom are shared also to the end that students will be able to interprete the complexities of the contemporary world positively and lead lives which are worthwhile, responsible and economically productive.

Exhibit 2-E
MASH 82

CHAPTER 3

FORMULATING THE PROGRAM

Philosophers contend that the logical outgrowth of belief must be a plan for action. By now you are ready to plan your program. You are painting a picture which will provide the framework for further planning. Certain assumptions have to be made now as a precondition to building a budget, selecting a site, choosing the staff, and planning the curriculum.

Several topics are listed with comments describing their application in the MASH model. Determine to what extent your preliminary plans coincide with MASH. What is important is that you make preliminary decisions about these subjects, not that you do things the same way we have. Enter notes as you go, in preparation for writing your own FACT SHEET.

1. Program definition and target population: Marquette Alternative Senior High (MASH) is an alternative program designed to provide educational training and employability preparation for youngsters, age 14-25, who have dropped out or are not benefiting from regular school programs.

Your comments:_ _

_ _

2. Administration: MASH is fully part of the Marquette Public School District, and, as such, is answerable to the Marquette Board of Education which annually approves program guidelines and budget requests and receives an evaluation of program effectiveness. Partial autonomy is maintained and a degree of latitude permitted the staff in keeping with the program's special

function and experimental nature. A Citizens' Advisory Group helps the program be responsive to local needs and acts as its advocate in building community support.

Yours comments:_ _

_ _

3. Organization: The school occupies space separated from the district's regular secondary schools. A staff consisting of a Director/Principal, Job Coordinator, and four teachers accommodates 100 students attending in two shifts. The shortened academic day is beneficial to students, and the double schedule yields high cost-benefits. Liabilities are: teacher fatigue and the limitations to providing an on-site work program for students.

Your comments:_ _

_ _

4. Curriculum and Instruction: Ours is a high school completion program and we offer all courses required for graduation from Marquette's regular high school. Students take four courses, either morning or afternoon, with class size limited to fifteen. Small group instruction is combined with personalized study plans reflecting individual ability, interest, and achievement level. Credit is granted for regular attendance and satisfactory completion of academic work.

5. Employability Emphasis: A semester Career Education class is required at MASH and to the limits of the staff's ability to provide job sites, each student must participate

in work experience or vocational training the half day he or she is not in class. In Marquette, youngsters have the opportunity to attend the D.J. Jacobetti Skill Center at Northern Michigan University. Job sites, many of them subsidized, are located or developed by the Job Coordinator throughout the community.

Your comments: _
_ _

6. Support Services: Most students come to MASH for non-academic reasons. All teachers are counselors and an elective class called "LIFE" emphasizes development of affective skills. The Support Services Coordinator invites community resource persons to the school each week and also refers students who require specialized assistance to a network of community agencies.

Your comments: _
_ _

7. Operational Structure: MASH is a sharing, caring, learning community. For there to be real freedom for anyone, there have to be rules and regulations. Governance is "quasi-collegial", meaning that, in prescribed areas, all members of the community participate in determining policy and program.

Your comments: _
_ _

Note the MASH fact sheet for 1979 (Exhibit 3-A) and the sample schedule of classes (Exhibit 3-B).

Now turn to the blank Fact Sheet entered at the end of this chapter as Worksheet 6 and fill it in. A matrix within which to develop your schedule is also included as Worksheet 7.

Goals and Objectives are the next consideration. It is ideal if this process can be delayed until you have acquired your staff and planned your program in more detail. The subject is raised at this point because you may need to provide such information in tentative form in order to get approval for your program and to secure revenues. The example included here (Exhibit 3-C) comes from days early in MASH's development; those among you with formal evaluation training may wince. Nevertheless, certain features are present which you should consider. The number of objectives is limited. Most are measurable to some degree. They indicate achievable accomplishments; hence qualify as objectives rather than goals which are usually long-term ideals. The language is relatively free of "educationeze" and the criteria are familiar and likely acceptable to traditionally trained school people. Such a form can be used in an end-of-the-year report to the governing board.

Begin now to develop your Goals and Objectives on Worksheet 8.

Consider including:

Student Goals - some measure of cognitive growth in basic skills; some measure of affective growth; some measure of successful growth; some measure of successful employability preparation.

Program Goals: - scope and operational format; number of participants; credits earned; attendance; retention.

MASH

MARQUETTE
ALTERNATIVE
SENIOR
HIGH

Prepared by staff, midway
through first year.
January, 1979

A FACT SHEET

What is M.A.S.H.?

Marquette's new alternative program offers an opportunity for high school completion to young people who have dropped out of school or are unable to benefit from a traditional secondary program.

Who are the Students?

Present enrollment is 71, ages 16-23. These students, coming from all socio-economic backgrounds, attend academic classes either morning or afternoon, and participate in vocational training or supervised work experience the other half day. They are served by a staff of seven including 3½ teachers, a part-time aide, the Director and Administrative Assistant.

Goals of the Program

Program activities are designed to promote self-esteem, acquisition of basic skills, and competence in the world of work.

Distinctive characteristics of the school are its small size, personal approach, and individualized study programs reflecting the entry level, ability and interests of each student. Coupled with warmth and acceptance are high standards and expectations for what each person can become. This is a structured program, and rules, which students help develop, are firmly and fairly enforced. The regular schedule is enriched through frequent involvement of community leaders and outside activities.

Courses

- English: all classes stress basic communications skills. Students may choose content emphasis in drama, journalism, remedial aid, or photo-communications.
- Math: group and individualized instruction in practical math, algebra & geometry.
- U.S. History & Government: America, present & future, in the context of its past.
- Science: human health and ecology.
- Career Education: vocational direction & pre-employability skills.
- Typing: keyboard mastery and practical applications.
- Life Skills: awareness of self & others, decision making, consumer economics, preparation for marriage (geared to Michigan Life Role Competencies).
- Extended-Learning-Experience: vocational training, supervised job, job search.

Governance

Marquette Alternative Senior High opened in Sept., 1978, governed by the Marquette Neighborhood Education Program Board, a group of 20 citizens representing local schools and agencies dealing with youth. The Public Schools of the City of Marquette have now fully incorporated the Alternative School into their educational program.

Cost

The current school year budget is estimated at $101,443, or $1429 per pupil. Outside revenues account for $80,344; the remaining $21,099 is supported by the increase in state aid to Public Schools of Marquette resulting from an additional enrollment of 64 on the 4th Friday attendance audit.

Exhibit 3-A
MASH 82

DAILY SCHEDULE (DOUBLE SHIFT)

8:30-9:15	Communications Lab Reading-Writing	Biology	Government	Consumer Education	
9:15-10:00	Advanced English	General Math	Social Studies Survey	LIFE	
10:00-10:10	-------------BREAK-------------------------------				A.M.
10:10-10:55	Journalism	Computer Science	U.S. History	Health	
10:55-11:40	Parenting	Art	Career Education	GED	
	-------------BREAK-------------------------------				
11:50-12:35	Parenting	Literature	Photo-Journalism	Health	
12:35-1:20	Communications Lab Reading Writing	Biology	Government	LIFE	
1:20-1:30	-------------BREAK-------------------------------				P.M.
1:30-2:15	Advanced English	General Math	Social Studies Survey	Career Education	
2:15-3:00	Electronic Media	Computer Science	U.S. History	Journalism	

Exhibit 3-B
MASH 82

PROGRAM OBJECTIVES - 1978-79

Marquette Alternative Senior High

OBJECTIVE (Sept. 1978)	MEASUREMENT	CRITERIA FOR SUCCESS	OUTCOME (June, 1979)
1. The program will be organized with mechanisms for governance established, policies and procedures developed, and sufficient revenues procured to render the program self-supporting.	-Empirical evidence. -Description of governance and of policies and procedures. -Balance sheet.	-The school will be operating as directed by a governing board. -There will be policies and procedures. -The budget will be balanced.	MASH operated through the 1978-79 school year. Governance transferred to Marquette Public Schools. Policies and procedures are approved. Outside revenues exceed expenditures.
2. Drop-outs from Marquette Senior High School will be contacted and community agencies solicited for referrals to the end that school enrollment is kept at capacity.	-Number of drop-outs contacted or referred. -Enrollment figures.	-Numbers enrolled in school equal capacity.	321 drop-outs from past 3 years identified; 129 positive responses, 64 enrolled. Capacity extended to 71 Feb. 1, 1979. A waiting list maintained all year.
3. MASH will offer a full academic program including all courses required for a Marquette Senior High School diploma.	-A schedule of classes with course descriptions. -Graduation requirements.	-The courses offered equals or exceeds requirements for regular high school diploma.	Schedule of courses included all required courses plus others on life role competencies. Double shift a.m. and p.m.
4. Students will be diagnosed, instructed, and post-tested in basic skills. 85% of those remaining in the program will improve 1/2 grade level in reading and in mathematics.	-Stanford Diagnostic Tests in Reading and Mathematics administered in October and May.	-Average gain for 85% will exceed 1/2 year (in grade equivalency).	Average gain in reading for all students was 1/2 year. (However, if 6 who scored above 12th grade were eliminated; the gain for those remaining would be 1.2!) Average gain in mathematics for all students was 1.8 years.
5. Program will promote the affective domain and give attention to non-academic needs. Employability preparation will be emphasized.	-Locally developed attitudional survey. -Examples of non-academic problems. -Numbers employed or in vocational training.	-Survey will indicate positive changes in attitude -Many problems will be solved. -Most students will work or receive vocational training.	Dramatic improvement in attitudes about teachers, chances of graduation and success with life tasks. 54 students worked and 6 attended Skill Center. 87% of these received a satisfactory rating and credit.
6. Of the total number of students enrolled, 50% will demonstrate adjustment to an alternative school environment by completing the school year.	-Total number enrolled. -Number graduated plus number retained.	-Number graduated or retained at the end of the school year will equal or exceed 50% of tital enrollment.	103 students enrolled; 10 graduated and 58 others completed the school year = 66% retention rate. (A majority of the others moved, were inducted into the service or found full time employment.)

Exhibit 3-C
MASH 82

CHAPTER 4

FINDING THE FUNDS

There are several approaches to the matter of money. The "purest", if politically warranted, is to claim for your project its per capita share of district revenues -- the money follows the child theory. The prerequisite is that the Board of Education and the administration not only give this project whole-hearted support, but also, ahead of time, accept it as a full-fledged, permanently ensconced fixture of the public school establishment. To assume the latter may not be realistic; after all, yours is an experiment, and nobody can be sure how it will work given all the variables peculiar to your situation.

Also, if your district has fixed revenue status, i.e. it is out-of-formula and does not get extra money for extra students, then the allocation of funds to your program will mean taking them away from somewhere else. Altruism generally has a dollar sign attached to it. In times characterized by revenue shortages and cost reduction, political pressures will force School Board members to make some very difficult value choices!

If your district does not support all its expenses with local tax money, but receives state aid based on the number of students being serviced, your chances for financial solvency and political acceptability are greatly enhanced. When MASH was organized in 1978, Marquette received approximately $193 per student from the state. The MASH program added 64 students to the Fourth Friday Count, which decreased the per capita amount of local revenue available and increased the amount paid by the state for each child on the rolls. Because of our 64 students, Marquette received $85,000 more in state aid than it would have otherwise.

Presuming your district receives membership aid, then you should get credit for funds added to the district because you have provided a program that attracts and keeps additional young people in school. As indicated previously, it is a critical issue whether or not tax monies for education ought to follow the child into appropriate programs.

Membership state aid is the principal source of revenue for most alternative schools in the state. There are other important sources. The Labor Department report in the Appendix describes most of these, but note carefully that several programs, such as Adult Secondary Options, are not currently being funded by the Legislature. The best source for news of such developments and for leads on new funding is the Newsletter published by the Michigan Association for Educational Options. By all means, join the group; its newsletter and the three day annual conference are musts for anyone interested in alternative education. The address:

Michigan Association for Educational Options
5085 Hellner Road
Ann Arbor, Michigan 48105

Still viable is Section 48 of the State Aid Act, which provides funds that partially support the salaries of certified personnel in non-residential programs promoting juvenile rehabilitation. Any alternative program serving juvenile offenders is eligible, but since the awards are non-competitive, the amount allocated to Section 48 is divided among the number of applicants. In the past four years, MASH's Section 48 receipts have declined from $21,000 to approximately $3,000. (The Governor's recession orders have drastically reduced categorical entitlements to out-of-formula districts). Write to Mike York at the Michigan Department of Education in Lansing for an application.

The Department of Labor's Michigan Youth Employment Program offers competitive grants to support work-study programs serving unemployed and underemployed youth. The Michigan Council for the

Humanities may be responsive to innovative curriculum development in the liberal arts.

Though the outlook for federal funding of the Comprehensive Employment Training Act (CETA) is uncertain, apply for funds from YETP, the Youth Employment Training Program. Present guidelines encourage awards to school related projects. For four years, YETP funds, administered through the Marquette-Alger Intermediate School District, have supported a full time Job Coordinator at MASH and paid for supplies used in career counseling and job placement.

Another important source of funds is Juvenile Justice, which has programs funded locally, state-wide, and at the federal level. For MASH, the Juvenile Court has made small allocations from its Child Care Fund. It would behoove juvenile justice officials to consider providing substantial support from this source, for having such a school available gives the courts a viable alternative to sending juvenile offenders to residential treatment centers (now costing the taxpayer over $30,000 a year per person). Court workers can keep you informed about grant opportunities; ask them to join you in making application. The Federal Register is an excellent source for announcements of fund opportunities provided by federal agencies such as the Law Enforcement Assistance Administration.

In some localities, the Department of Social Services has been able to allocate funds to alternative schools or supply aid in-kind, such as building rental fees. In Marquette, this agency readily acknowledges the benefits MASH affords its clients, a high percentage of whom are drop-outs and not employable.

Note on the accompanying budget sheet that MASH has received one-half the salary of the English teacher from Title I of the Elementary and Secondary Education Act (ESEA). Some years, we have received Adult Education support for a reading aide/tutor.

Another potential revenue source is E.S.E.A., Title IV,C Important to MASH have been two categories: adoption monies which have allowed us to use the FOCUS Program developed in Roseville, Minnesota and have given us accessibility to many other innovative educational projects through the National Dissemination Network. The Intermediate School District in your area can supply a catalog describing adoptable projects, or you may write to:

National Diffusion Network
Division of Educational Replication
U.S. Office of Education
ROB 3, Room 3616, 400 Maryland Ave., S.W.
Washington, D.C. 20202

A second category of Title IV,C provides multi-year funding to districts that are developing "innovative solutions to persistent educational problems". Project MASH is the recipient of such a grant. Funded over a three year period, its purpose is threefold:

--- to develop and validate the effectiveness of an alternative education model that is effective in providing basic skills training and employability preparation for youth who have dropped out or been unable to benefit significantly from traditional secondary programs;

--- to demonstrate alternative education as a methodology that can stimulate change and improvement within regular school programs;

--- to develop materials and training procedures that will assist other districts wishing to address the unmet needs of students by replicating the MASH model.

With the advent of block grants, procedures for administering federal funds will change. However, most applications for money will probably continue to require an abstract, needs assessment, narrative description of proposed program, a description of key personnel, budget, and an evaluation design with measurable products and processes. The Abstract describing Project MASH precedes page 1.

Do not overlook local sources of support. Family foundations may wish to offer awards for excellence in scholarship, citizenship, and may recognize criteria such as courage and greatest improvement. We have been successful with service clubs in this regard; they are often willing to provide a particular piece of equipment, or buy the groceries for Thanksgiving turkey dinner, or recognize a student-of-the-month for good attendance, etc. The Citizens' Advisory Board can help stimulate such response.

Students will do their part, too. School fund raising functions which provide a real service promote good public relations and give kids a sense of ownership in addition to producing always needed extra dollars.

Remember to keep track of your funding efforts. Last year we totalled the extra revenues brought into the community by alternative education. The amount was in excess of a half of a million dollars, and full time jobs added, totalled ten.

Four Year Summary of MASH Revenues and Expenditures

Year	Expenses	Outside Revenue	Local cost
1978-79	$ 97,421	$ 170,606	$ (73,185)-surplus
1979-80	116,534	79,314	37,220
1980-81	135,819	61,853	73,966
1981-82	147,293	49,660	97,633
Totals	$ 497,067	$ 361,433 *	$ 135,634

* Additional revenues for IV,C Development Project 1979-82 - $210,946.

Building a Budget

Here are some guidelines for determining how much money you are going to spend. Again, there are assumptions. The following figures are based on an enrollment of 100 students meeting in two shifts each with four class periods, four courses each period (32 sections) and maximum class size of 15.

4 Teachers @ $15,000	$ 60,000
Job Coordinator/Teacher	15,000
Principal/Teacher	25,000
Secretary/Support Services	10,500
Benefits (16% of $107,500)	17,200
Instructional Supplies	3,000
Office and Telephone	1,000
Building Rent and Utilities	14,000
Maintenance, Custodial, Insurance	4,000
Total	$ 149,700

There is economy of size to consider. If, as was the case for MASH during the current 1981-82 school year, the program has one less teaching position, then only three courses can be offered each of eight periods and only 75 students can be accommodated. Except for a reduction of $15,000 in the teacher salary line item, most other costs remain the same. But the per pupil cost of $1,467 in the first instance, increases to $1,756 in the second. Hardly a good decision in terms of cost-benefit!

An effective planning device is to enter your proposed expenditures and revenues on a spread sheet such as is included in Exhibit 4-A. Note the expenditures on the left, and the revenues on the right with clear delineation between outside and local tax sources. Revenues from outside sources are spread over particular items either because of restrictions imposed by the source, or because, in the case of local organizations, etc. it may be appropriate to give them credit for specific kinds of support.

Proceed now to fill out Worksheet 9 the best you can. Be sure to enter per capita cost and to compare it with the over-all district figures. If your cost is higher, go back to the drawing board; it should not be necessary. Remember, alternative schools regularly give up things which are of value educationally and would help students. But the trade-off is that with a restricted program, the program can maintain small class size and personal attention for students. These are ingredients alternative school youth cannot do without.

POSTCRIPT: There is more than one way to fund an alternative school. The MASH model was developed and supported by a local school district. Most of the programs in the state (about 90) are supported in this manner but some of them are part of an Adult Education Program and receive funding that way. Others are run by the Intermediate School District on behalf of a number of neighboring districts, each of which enrolls alternative school students as members of their home district and then sends them to alternative school accompanied by all or part of the membership state aid collected.

Another option, presently being pursued by Marquette and surrounding districts, is to draft legislation enabling creation of a cooperative, recognizeable as a legal educational entity that can collect state aid. It could then enroll drop-out students directly, plus receive in-school students from participating districts who would contribute partial state aid.

MARQUETTE ALTERNATIVE SENIOR HIGH

Operational Budget 1980-81

EXPENSES		REVENUES		
		Local Funds	+ Other Revenue Sources*	
Teacher Salaries:				
English	$13,277	$ 3,204	$10,073	(Sec. 48 & Title I)
Math	12,911	10,583	2,328	(Sec. 48)
Social Studies	15,324	12,996	2,328	(Sec. 48)
Science	12,500	10,172	2,328	(Sec. 48)
Job Coord.	12,706	0	12,706	(Y.E.T.P.)
ABE Aide	2,750	0	2,750	(Adult Basic Educ.)
Substitutes	600	0	600	(Out-of-District Tuition)
Administrative Salaries:				
Principal	24,000	8,000	16,000	(Adult Ed., Court, IV-C, Tuition)
Secretary	7,000	7,000	0	
CETA Clerk	5,000	0	5,000	(C.E.T.A.)
Benefits:	12,706	9,166	3,540	(Y.E.T.P.)
Instructional and Office Supplies:	4,200	0	4,200	(Out-of-District Tuition)
Custodial:	1,400	1,400	0	
Building Rent:	11,445	11,445	0	
TOTALS	$135,819	$73,966	+ $61,853	= $135,819

[Per pupil cost is $1358]

*Revenue Sources Other Than Local

Section 48 State Aid	$ 9,310
Adult Educ. Reimbursement	4,000
Adult Basic Education	2,750
Title I	7,747
Title IV-C	2,000
Y.E.T.P.	16,246
C.E.T.A.	5,000
Out-of-District Tuition	10,800
Probate Court	4,000
Adult Sec. Options (Primary source, $34,000, lost when program eliminated by State)	0
TOTAL REVENUES OTHER THAN LOCAL	$61,853

Exhibit 4-A
MASH 82

MARQUETTE-ALGER EDUCATIONAL COOPERATIVE

Problem Definition:

School districts in Marquette and Alger counties, like their counterparts throughout Michigan, are suffering the effects of state and federal revenue cuts, recision orders, and inflation. Increasingly it takes more dollars to educate fewer youngsters, and as a result, local districts in our area are no longer able to maintain the level of programming that has been offered in the past. Many advanced level courses no longer exist, curtailing opportunities for our most able students. For lack of funds some districts can no longer avail themselves of the vocational training opportunities available at N.M.U.'s Jacobetti Skill Center, and the Alternative High School servicing Marquette and neighboring areas is in jeopardy.

What is the public's response? Results of the State Board of Education's Project Outreach Survey of our two-county area are explicit. People want more educational opportunities, not less, but as taxpayers, they are challenging local educational agencies to find better methods of delivery. . .both to save money, but also out of concern that desperately needed programs survive. Specifically, surveyed respondents gave overwhelming support to: high school completion for out-of-school youth, job skills classes, and cooperative inter-district enrollment for students seeking advanced instruction and vocational education.

The Solution:

A Steering Committee, including representation from Gwinn. Negaunee, Marquette, Eben and the Marquette-Alger Intermediate School District, proposes that educational agencies in Marquette and Alger Counties participate in an area-wide Cooperative for the purpose of operating and funding educational programs for:

1) Advanced level students;
2) Secondary and post-graduate youngsters seeking vocational training at the N.M.U. Jacobetti Skill Center;
3) Youth who have not been successful in traditional high school programs and require alternative instructional methodology to learn basic skills and become employable.

By banning together for these specific purposes, participating districts can preserve and in some cases enhance programming opportunities which are no longer feasible on an individual local district basis.

The Marquette-Alger Educational Cooperative would be directed by a Program Planning Board including the Superintendents of each participating district, the President of Northern Michigan University, the Judge of the Juvenile Court and selected community representatives. The Board would select an appropriate educational agency to serve as fiscal agent for the purpose of collecting membership state aid and other funds in support of the operating budget. The fiscal agent, upon recommendation of the Program Board, would sub-contract with agencies or groups to operate specific programs on a daily basis. Local districts would specify the number of students to become involved,

Exhibit 4-B
MASH 82

assigning a portion of their membership state aid (for in-school students only) to defray costs of part-time educational programs.

Objectives:

1. To insure that educational opportunities are not lost, especially for youth who require advanced level and specialized instruction, vocational training, or an alternative setting for basic skills and employability preparation.

2. To enable local districts to maintain and enhance programming opportunities at a cost that is less than required on a single district basis.

3. To develop a model of inter-educational agency cooperation that can be replicated in similar settings throughout the state.

Program Plan:

For 1982-83, it is proposed that the Cooperative would assume the management and funding of three program components already in operation. Services would be extended to youngsters in each of the participating districts:

1) Advanced Placement: Support would be given to an existing practice of enrolling youngsters across district lines in advanced level or specialized courses on a space-available basis. Enrollment of able students in academic courses at Northern Michigan University would be encouraged, tuition to be paid out of partial state aid support which would follow the student from the local district.

2) Skill Center Vocational Training: As an extension of current practices, 150-200 slots at N.M.U.'s Jacobetti Skill Center would be apportioned amongst students in participating school districts. The Cooperative would pay tuition, collecting partial membership state aid to augment the 50% reimbursement from state vocational education funds. Local districts would assign post-graduates at no cost, but for in-school students, would surrender partial state aid equivalent to the percent of the student's total educational program that is provided outside the district. Students would be able to qualify for training in 12 fields: Business Occupations, Food Service, Cosmetology, Auto Mechanics, Auto Body, Small Engine Repair, Diesel Mechanics, Machine Tool, Welding, Electronics, Residential Construction, Refrigeration/Heating, with eight other options possible.

3) The Cooperative Options School would be conducted for students deemed by their local districts to require small group instruction, intensive counseling and work experience. Based on the MASH model (validated ESEA, Title IV-C program plan derived from four years operation of Marquette Alternative Senior High), four courses in Basic Skills and required subjects would be offered in two shifts, morning and afternoon. The alternate half day, students would attend the Skill Center or be placed in supervised work experience. The school would

Exhibit 4-B
MASH 82

be located at the Skill Center or some location convenient to the bus routes between sending districts and the Skill Center. Membership state aid would follow the student from the local district if the student is still in school. There would be, in effect, no charge for those who have dropped out of school.

Evaluation:

A three year evaluation of program effectiveness plus cost-analysis would be conducted with the assistance of personnel from the Michigan Department of Education.

Budget:

Expenditures

Cooperative Coordinator, including Advanced Placement (part-time)	$ 12,000	
Vocational Education Director (part-time)	12,000	
150 Skill Center Slots	83,000	
Cooperative Options School		
Director/Counselor	26,000	
Four (4) teachers	60,000	
Job Coordinator	15,000	
Benefits (16%)	17,000	
Instructional Supplies	3,500	
Secretary and Office	8,500	
Building Rent	15,000	
TOTAL EXPENDITURES		$252,000

Revenue Sources

100 FTE Membership Aid @ $1500	$150,000	
Vocational Education reimbursement for 150	43,000	
Section 48	24,000	
Courts	10,000	
	$227,000	
Additional Grants	25,000	
TOTAL REVENUE SOURCES		$252,000

3/30/82

Exhibit 4-B
MASH 82

CHAPTER 5

ADVANCING TO THE STARTING GATE

With the philosophy, funding, and program format in hand, it is time to move toward opening day!

It is helpful to prepare a planning timeline which will list what must be accomplished, by whom and before what date. Provide a check-off column and post the list conspicuously. Lead time for planning is important; schedule as much as you can. For MASH, it was five months for the Director; four weeks for the entire staff. We had our first act pretty well together; the rest of the drama unfolded during the year as we got to know each other and the kids.

Site Selection

If you've decided on a school-within-a-school approach, or have already been assigned an existing school building, skip what follows. Otherwise, be well advised, this section might have been titled: "Finding Out More Than You Ever Wanted to Know About Fire Codes." This comment is mostly facetious; anyone who knows of a fire in a school, a hospital, or hotel, will applaud the rigor with which fire marshalls carry out their appointed chores. (This is not to suggest that all the requirements are equally appropriate.) Do it right, though--you do not want to jeopardize anybody's safety. In all your dealings with the project (which is inevitably controversial and yet to be proven) it is wise to "lean over backwards to stand up straight."

If you will occupy a district-owned building that has been in continuous instructional use, it will not need inspection as a new facility, but if use has been interrupted, or approval is being sought for a non-school site, you will need to contact the Office of School Support Services, Michigan Department of Education, in Lansing.

This office will request inspection of your proposed site by the State Fire Marshall located in your area and also by the Public Health Department. If the alternative program is to be operated as part of Adult Education, then jurisdiction shifts from the State Fire Marshall to the Fire Chief of your local municipality. The inspection for Adult Education use is considerably less rigorous.

Your dreams of a cheap, cozy store-front may by now have crumbled.... not necessarily so. If there is a building that is one-story, non combustible (preferably cement block with a furnace on the out-side wall) pursue the subject. The right site is well worth the effort of acquisition!

Church buildings, if of modern construction, are suitable sites. However, shared use is stressful for all parties and in such a situation, it is imperative that you negotiate a good lease, specifying in detail who uses what, when, who cleans up and makes repairs, and how complaints are to be handled. Try to get--what we have failed to get--an on-site smoking area so that you and your staff can control--not condone--break-time activities and not be out in the neighborhood "kid-chasing"!

Other factors to consider include: access to public transportation, proximity to job sites, availability of a library, outside recreational space, a parking area. A clean, orderly place-to-be in a decent neighborhood elicits pride and builds confidence in youth who are used to be treated as second class citizens and losers.

Equipment can be spartan! Don't have lockers.....it will save you a lot of trouble! Search out the storerooms of other school buildings for "retired" tables and folding chairs. Solicit local businesses for desks for your teachers and used office equipment. A worn look that is not junky, exudes warmth and non-institutionality, and it speaks a message of frugality to the public.

Each teaching station (at MASH there are five) will need tables and chairs for 15, teacher desk, file cabinet, waste basket, blackboard, plus casual furniture, a throw rug and posters as available. Locked storage cabinets are most important, especially if you are in shared-use facilities. Include in your office two desks, a typewriter, some sort of copy machine, supply cabinet, a sitting area, and a coffee maker. If you get a vending machine, choose one that accommodates natural fruit juice as well as pop!

Student Recruitment

As soon as the proposed alternative school is publicized, prospective clients will emerge. Media releases should be prepared several months ahead (in May prior to a September opening). As suggested previously, get help from high school principals and counselors. Ask them to provide names of drop-outs and to consider in-school youngsters whom they may wish to refer for direct admission in the fall. Phone youngsters -- it's better than writing -- and ask those who are somewhat interested to come, just to talk. Once a few become acquainted with you and your project, your best publicity campaign will be under way -- by word of mouth. Remember also to contact the Juvenile Court, the Department of Social Service, and other human services organizations.

There needs to be an approved Selection Policy including criteria for eligibility and processes for admission. Consider what age range there will be, and whether students must have dropped out of school. Will certain kinds of negative behavior be used to identify potential clients? How, and by whom will professional referrals be made? If more students apply than can be admitted, who will be selected? Plan also how you will collect admissions information and do initial testing. Exhibit 5-A is the MASH Selection Policy and 5-B is a sample application form. Fill out your Selection Policy, Worksheet 10, and add your logo to our application form, if you wish.

Staff Selection

By the time you read this, your staff may already be in place. Whether or not this is the case, staff selection will be the single, most important factor to the success of the school. It is teachers who create a humane and caring atmosphere, they are the ones who can instill a zest for living and motivate youngsters to learn. Having the chance to select the staff may be more important than whom you select. As a result of declining enrollments and revenue reductions, newer teachers (including most who are part of recently developed programs) are being terminated, while persons of long seniority who may or may not be interested in alternative school youth are bumping into staff positions. Though there are no special certification requirements for alternative school teachers, they are a unique breed and ways must be found to preserve them from extinction. You may be in a position to negotiate informal agreements with your teacher's association regarding this.

Start the selection process by developing a staffing plan, one which will show how you will cover the bases outlined in your program format and class schedule. (See Exhibit 5-C and then fill in Worksheet 11.) Then develop job descriptions and use them as a means of advertising your priorities for evaluating good teachers. Affective skills and commitment will be hard to define, but be specific about the kinds of experience and training required. Exhibit 5-D is a sample job description.

A screening committee should assist you in reviewing credentials and conducting interviews. Include a couple of prospective students and parents. Hopefully, you will be given the authority to recommend successful candidates to the Superintendent. This is the foundation upon which to build a team effort.

In making decisions, consider the following:

1. The best alternative school teachers would rather work in your program than do anything else. Candidates of

this variety will likely be people-oriented and have a high degree of cause commitment. They will be in their 20's, possibly seeking their first teaching position. There will be an impatience with the establishment and a desire to alter the status quo.

2. These are pluses for your school....but it's not enough! Don't hire a whole staff that looks like the above, especially if you are like that and such people will tend to agree with you. This is a serious weakness of many alternative schools. If alternative education espouses the legitimacy of differences in people and the ways they learn, the staff itself should reflect the value of diversity. The composite life experience you will be able to offer kids will be greater and the odds will increase that somewhere in your conglomerate staff there will be a significant adult for each of your students.

3. Caring is vital, but without training it can lead to disillusionment and despair. Teacher candidates should demonstrate relational skills, the ability to listen and to counsel with individuals and groups. They will need training in curriculum construction including the development of performance objectives, lesson plans with multiple learning activities, and methods of evaluation. Experience in individualizing instruction is desirable--it is hard work and few teachers know how to do it. It is extremely difficult to learn all this on the job (as did several MASH teachers). Our beginning teachers acknowledged the importance of having on staff a couple of highly organized, disciplined and experienced teachers. All types of teachers--as long as they are caring and conscientious, are appreciated by MASH students; there is no one kind of alternative school teacher.

4. There is an indefinable ingredient to look for--a centeredness and sense of optimism that sees purpose and worth in the most deprived situations and in the most down-trodden individuals. Such people embrace life fully and have both the confidence and skills to transmit what they know and can do to others. These are the people that Eric Ericson calls "adult guarantors"--"mature, helping adults whom young people look to as role models and advisors."
5. Pre-service training and "get acquainted" time is imperative prior to the opening of school. This is obvious the first year, but it is necessary in succeeding years too. Look at the items included in the agenda for the August in-service, 1980 - (See Exhibit 5-E).

The Curtain Goes Up!

Most alternative school staff members vividly remember opening day! Some will not admit their degree of trepidation, but may wonder whether they will be mugged, or worse, if the kids will reject them. Students will be even more apprehensive. Expect it and plan for it. Ruth Stalling's article in Teaching Basic Skills in the Secondary School, (Association for Supervision and Curriculum Development, 1982), emphasizes the importance of setting the tone on opening day. Above all, let kids know you think they are worthwhile, that you care, and that you want the school to be a good place for them to be. Remind students that they have voluntarily chosen to participate, and to make it work for everyone there have to be some rules. Make clear what your expectations are, and what the consequences of non-compliance are. Run a short-ended schedule of classes and provide time for getting acquainted and having a little fun.

STUDENT SELECTION POLICY

MARQUETTE ALTERNATIVE SENIOR HIGH SCHOOL

I. Criteria

1. Applicant shall be: 1) 16 years of age, and; 2) shall have dropped out of a regular high school program a minimum of 45 days. Exception: A student not otherwise meeting either of the above criteria may be considered for admission on the basis of a professional referral from the Director of Pupil Personnel, Marquette Public Schools, or the Judge of Probate Court.

2. Applicant shall have demonstrated his/her inability to benefit from a traditional secondary program through one or more of the following:
    a) poor attendance record
    b) discipline and behavior problems
    c) poor relationships with peers and adults
    d) minimal academic achievement
    e) home problems
    f) legal offenses
    g) evidence of low self-esteem

3. Applicant shall demonstrate need. Does the applicant lack the usual sources of support, i.e., family stability, a job, other community resources? Is the Alternative School the best or possibly the only available option whereby the applicant can continue his/her personal, educational and vocational growth.

4. Applicant shall demonstrate desire.

II. Procedure

1. Potential student shall visit the Alternative School, meet with the Principal, fill out a preliminary application and be entered upon a waiting list.

2. Prior to the beginning of each 9-week grading period, the Principal will meet with the Screening Committee which will include the Director of Pupil Personnel Services and a representative of the Juvenile Court. The Screening Committee will review the list of applicants, establish eligibility of students and prioritize according to need.

3. Upon recommendation of the Screening Committee and approval of the M.A.S.H. Principal, applicant will enter school at the beginning of the next 9-week grading period, providing enrollment is not already at capacity. If no openings exist, applicant's name will remain on the Waiting List.

Exhibit 5-A
MASH 82

APPLICATION FOR ENROLLMENT

NAME ____

ADDRESS ______________________________ PHONE __________

CITY ______________________________ AGE ____ BIRTHDATE ______

Parents' Address ________________________________

Last school attended ________________________________

Last grade completed ____________________ Credits Earned ______

Last date attended (approximate) ________________________

Reason for leaving school ____________________________

Transcript may be obtained from ____________________________
(name of school and address)

Do you have a job? ______ What do you do? ____________________

Would you like to have a job? ______ What would you like to do? ______

____

Are you interested in attending the Skill Center? ________________

What would be your choice of skill training? ____________________

Why do you want to come to the alternative school? ______________

____

____

Exhibit 5-B
MASH 82

STAFFING PLAN

The staff at MASH includes a Principal, Job Coordinator and three full-time teachers. For the first quarter of 1981-82, the teaching assignments were:

English Teacher:	Communications Lab Advanced English Journalism Electronic Media
Math/Science Teacher:	Biology Applied Math Computer Science
Social Studies Teacher:	Government Social Studies U.S. History
Job Coordinator:	Career Education Photo-journalism
Principal:	Literature

Classes in Parenting and Art are taught by supplementary staff provided through the Intermediate School District and the Adult Basic Education programs and guest lecturers from regular staff of Marquette Public Schools.

In addition to teaching literature, the Principal is responsible for interviewing applicants, supervising the staff and overseeing daily operations.

The Job Coordinator administers aptitude and vocational interest tests, interviews and counsels students regarding job search and placement, contacts potential employers, and supervises performance of students who are employed or attending Northern Michigan University Skill Center.

All teachers serve as advisors of a home-room group and provide counseling and supportive services for students.

Community resource people are an integral part of the total program as well as the resources and services available through Northern Michigan University, Marquette Alger Intermediate School District, Department of Social Services, Community Mental Health, and other agencies and organizations.

Exhibit 5-C
MASH 82

MARQUETTE PUBLIC SCHOOLS

JOB DESCRIPTION

TITLE:	Science/Photography Teacher Marquette Alternative Senior High
QUALIFICATIONS:	1. Michigan State Certification with endorsement in Science and Vocational Certification in Photography. 2. Training and experience with individualized instruction desired. 3. Counseling experience desired. 4. Demonstrated interest in and experience working with disaffected youth, including settings outside the regular instructional environment is required. 5. Background should include a variety of life experiences, evidence of creativity, dynamism, enthusiasm for living; a warm and caring personality plus the ability to promote order and discipline. 6. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.
REPORTS TO:	Principal of Marquette Alternative Senior High.
SUPERVISES:	Students, teacher aides and volunteers as assigned.
JOB GOAL:	To assist students in development of skills and concepts associated with the natural sciences and photography; to promote positive attitudes and sense of self-worth; to help prepare students for lives which are personally meaningful, economically productive and socially responsible.
PERFORMANCE RESPONSIBILITIES:	1. To act as a classroom teacher and learning facilitator for courses in Ecology, Biology, and Photocommunications, devising individual plans appropriate to the entry level and learning style of each student. 2. To serve as a learning facilitator for each student pursuing credits in Science, Photography, Health & other fields in which teacher is appropriately qualified. 3. To meet individually and in "family" groups with students for the purpose of helping each develop his potential in the context of a caring and responsible community, emphasizing interpersonal relations and practical living skills (LIFE Class). 4. To participate in daily planning sessions with other staff members in a collegial and mutually supportive atmosphere. 5. Be available, within reason, to students and parents for conferencing and extra-curricular activities which may be scheduled outside the instructional day. 6. Accept assignments as may be made from time to time by the M.A.S.H. Principal.

Exhibit 5-D
MASH 82

MARQUETTE ALTERNATIVE SENIOR HIGH

In-Service Agenda

Wednesday & Thursday

August 27-28, 1980

"The Alternative program in itself is a major stepping stone in education; however it takes a special type of people to make it work. Your enthusiasm for learning and your very special caring for the person as an individual makes it work . . . Thank you for all you've done for our son." Jan and Tim Barnum.

Amen !!! Welcome back, all you special people!

Wednesday, 27th

8:30 a.m. Odds 'n Ends, Part I

- Enrollment, class rosters, balancing
- Room assignments
- Special duty assignments
- Bus service agreement
- First Methodist lease - storage - cabinets
- Opening day schedule
- Mini-courses
- School rules - Butt Brigade
- Adult and Community Ed program
- Fall calendar - special events scheduling
- Job program, Skill Center - Doug
- Supplies, equipment, budget
- Staff meetings - Tamminen, Sept 5 ?
- Makeup testing - reading and math
- Student handbook and philosophy statement
- Bill Davis - Social worker

Exhibit 5-E
MASH 82

10:00 a.m.	Progress report - Judy Ingram 1. IV-C update 2. Truancy Diversion Program 3. Site for M.A.S.H. 4. Sue Black (?) 5. Steering Committee
11:00 a.m.	Odds 'n Ends, Part II
12:00	Lunch
1:30 p.m.	Attendance Policy - point system - credit requirements - report cards
4:00 p.m.	Fathers (???)

Thursday, 28th

8:30 a.m.	Workshop - use of VTR equipment - John Major
10:00 a.m.	Life class curriculum - Marigene
12:00	Lunch

Afternoon open for curriculum and room preparation, cleanup of storage areas, conversation, etc.

Exhibit 5-E
MASH 82

CHAPTER 6

POLICIES AND PROCEDURES

The mission of alternative schools is to reach youth not amenable to traditional educational organization and instructional methodology. Such students, when asked why they didn't make it in regular school, often cite "the stupid rules and all the hassle."

The temptation, therefore, is to cut the red tape and simply make school sufficiently pleasant and valuable that young people will want to come and behave appropriately.

Not so simple! Objections to "stupid rules and hassle" convey a partial truth, but anarchy is not an appropriate answer. Alternative school students have years of conditioning, and most perceive school as a hostile place where they have been made to fail and look foolish. Youth who have little sense of self worth and poor relational skills need limits if they are to be able to get along in any group enterprise. By age 16, rules can no longer be arbitrarily imposed; instead, prospective students must be encouraged to accept certain behavioral standards as a condition of participating in the school community. Acceptance is tentative while each new student decides whether he/she can risk belonging and whether the program will be of sufficient personal value. Students will take this decision quite seriously, particularly if there is a list of youngsters wanting to get in. In the meantime, it is the responsbility of the staff to maintain an orderly peaceful environment conducive to growth and learning.

How should rules and regulations be determined? New kinds of education demand new styles of governance and decision making. To quote Richard Klahn, (then Chairman of the North Central Association Research Committee and now Marquette's Superintendent) in "A Report on Non-Traditional, Non-Formal Education" (North Central Association, 1972), "experimental schools require that central administration be willing to decentralize authority and transfer power to governing groups that are part of the alternative.....there must be freedom to experiment and a reasonable trial period (a minimum of two years and optimally, three) is essential." But even with strong encouragement from the top, political reality dictates that the program's image not be so radical that the administration and school board lose the ability and/or desire to continue their support.

During the evolution of MASH, several models of internal decision-making have been attempted. As organizing Director, I tried to promote a collegial process, but because of limitations of time, energy, and leadership style, I fairly regularly imposed my own ideas on the staff. This was partly because of the insecurity of uncertainty and the sense , at times, that we were floundering. We, as a staff, spent hundreds of hours meeting together to react to my memos, to express all possible alternatives, and to attempt to reach consensus on everything. General meetings of the entire school were called bi-weekly, and students participated fully in discussions of the attendance policy, what courses should be taught, and what to do with violators of the no smoking rule.

Much that is good came of this, not the least of which greater self-awareness on the part of all. Teachers requested that daily planning periods be part of the schedule the second year. However, the negative aspects --fatigue, frustration, and occasional dissension --moved the group toward a middle ground between the extremes of town meeting democracy and the usual school hierarchy. We proposed that central office people, alternative school staff and students, all sit together to do two things:

1. identify the areas about which decisions have to be made; and
2. come to agreement on who should make each kind of decision.

The notes reproduced on the next page are my own; this notion has yet to be developed into an operational system.

ISSUE	WHO DECIDES
1. Criteria for admission to MASH .	1. Staff develops; Superintendent or central office management team approves.
2. Selection of students .	2. Principal decides, based on Screening Committee recommendations
3. Attendance Policy .	3. Principal recommends, based on consultation with staff and regular high school administrators; central office approves.
4. Administration of consequences of poor attendance.	4. Student-staff committee, chaired by principal.
5. What courses to be taught.	5. Required courses determined by central administration with Board approval. Electives scheduled by Principal, based on student request and availability of a teacher.
6. Building the schedule and assigning teachers.	6. Principal, with staff input.
7. Definition of unacceptable behavior and consequences .	7. School staff, with input from students.
8. Administering consequences of poor behavior.	8. Classroom teacher and then the Principal.
9. Planning social events, fund raisers.	9. Students in general meeting and in committees with staff member as resource.
10. Processing dismissals.	10. Principal, in accordance with district discipline code and state and municipal statutes.
11. Requirements for graduation.	11. Staff develops. Superintendent recommends to Board for approval.

Participation in governance is essential. To quote Bill Glasser, it gives students "a stake in the operation which is an absolute prerequisite of acceptable behavior and learning." (Reality Therapy Workshop, Minneapolis, Minnesota, 1976). For teachers, helping to determine what goes on in school would seem to be a professional obligation, one that is seldom appropriately utilized in traditional structures. But most teachers will not wish to be in on all decisions. Many who have tried, feel it dissipates energies more productively spent on students.

The Attendance Crisis -- What's New?

In the mid '70's, Cynthia Parsons reported in the Christian Science Monitor (November 15, 1976) that "on any given day, only about half the students enrolled in public junior and senior high schools are actually in attendance." Although often quoted and never retracted, this appears to be an overstatement, if the American Association of School Administrator's report of 6% to 10% daily absenteeism is at all accurate. In a recent survey, 95% of AASA Superintendents reported poor attendance to be a critical issue, and 82% said they had no effective way of dealing with it. ("Keeping Students in School", S.B. Neill ed., American Association of School Administrators, 1979).

Alternative schools do effect dramatic change in the attendance habits of students--but the reasons are as various as the students and cannot be attributed to any particular kind of attendance policy. MASH has employed a series of policies, some of which worked well with some students, some with others. Although all acknowledge the value of regular attendance, there is still disagreement among staff members as to whether students should be denied credit and/or dismissed solely on the basis of poor attendance. The answer may have to be a reluctant "yes" -- for the good of the majority and to provide continuity in the classroom learning experience. However, the Principal should have the authority to retain on a non-credit basis any student who is not disruptive and is benefiting from the program.

MASH's first attendance policy was tagged the "Jack Benny Plan" (by older staff members) because the magic number of required days per nine week quarter was "39". Six days in each quarter were to be managed by each student on a discretionary basis and were to be saved to cover illness and other emergencies. Any absence exceeding six had to be made up minute-by-minute in a quiet study hall at noon or before or after school. Twelve absences in any class was the mandatory cut-off, resulting in dismissal. Strengths: responsibility put on the kids; no excused or unexcused designations. Weaknesses: after the newness wore off, students began to use up their days early and then got caught with emergencies. The result, crowded study halls and frequent extra duty for teachers. The staff was not willing to do this a second year. (See Exhibit 6-A).

In 1980-81, a new approach was tried. Attendance, as well as classroom participation and preparation became the means of earning points toward course credit. Students were not dismissed on the basis of absences, but only on the basis of not earning credit. Strengths: credits and access to the program were linked to more than "seat time." The approach was positive, rewarding points for good behavior, not punishing for bad. Weaknesses: many students reacted by earning only the bare minimum point total. Without a cut-off, some accumulated absences became unreasonably excessive. (Exhibit 6-B).

Techniques we've used--and found successful, include:

1. Make phone calls home. Alternative schools have the advantage of being small, so absences are noticeable. If teachers convey high expectations regarding attendance, and check up on students, there will be positive results.
2. Form an Attendance Review Board composed of students, teachers, and the Principal. It's time consuming, but a

good way to get students involved in a significant policy issue and to encourage them to do peer counseling.

3. Link retention of subsidized job placements with regular attendance. In the case of private sector jobs, contact the employers; they are usually quite willing to put pressure on student employees. Use as leverage the requirements of the Department of Social Service and the Social Security Administration that regular attendance be a condition of receiving aid.

4. Give positive strokes. Post a list of "best attenders"; treat the winner to free lunch with the staff; give special recognition for improvement such as inclusion in a "Focus on Youth" column in the local paper.

Don't lose perspective. Remember that without an alternative program, most of your students wouldn't be in school at all!

Grades and Credits

It is desirable to develop consistency among teachers on the awarding of grades, though it seldom happens in regular schools. At least agree upon a meaning for each symbol. For example, if letter grades are to be used, you may wish to consider the following designations:

C = Credit.....The student has met minimum attendance requirements and completed work contracts with indication of some progress.

B = Better-than-credit....The student has done the above, and effort and achievement are commendable, based on teacher estimate of ability.

A - Absolutely outstanding.....All of the above, plus achievement at or above high school grade level, and/or exceptional progress compared with the beginning of the marking period.

n/c = No credit...This is obvious, but does not carry with it the painful brand of failure of an E or an F.

At MASH, it is up to individual teachers to devise a method for evaluating student progress and assigning a grade. Semester length tests seldom occur, but quizzes, open book exams, and oral conferences are used frequently. Pre and post standardized tests measure yearly progress in basic skills, but are not a factor in the grading system. Attendance and classroom participation are counted in grading.

Because of the futility of having to dismiss youngsters because of poor attendance, it was proposed that this year there would be an Independent Study Center, an "alternative-within-an-alternative." This did not happen because of staff cut-backs, but is planned for the future. In the Center, youngsters would earn credit on a competency basis. This would happen by completing assignments and taking exams as part of correspondence courses from accredited institutions (such as the University of Nebraska or International Correspondence School). Also, independent study could be validated for credit, provided systematic methods were developed for demonstrating competency. (Ruth Nickse, who is presently with the Massachusetts State Department of Education, has developed competency testing techniques for external degree programs which are worth examining).

A feature of the original MASH plan was to require functional achievement levels (defined as sixth grade equivalency on standardized tests) in reading and mathematics. This notion is presently being pursued in connection with the regular high school and may be recommended during the coming year.

How Do They Behave?

The answer is "very well, thank you." As the current literature testifies, behavior problems occur less often in alternative settings than in regular schools. To quote the report of Governor Milliken's "Task

Force on Violence and Vandalism", alternative schools are the best way to cut down on both. The reasons are logical...youth attend alternative schools by choice; most have been knocked around and are grateful that there are some people that care enough to give them a second chance.

But disruptive behavior does occur. If it is destructive to the individual or seriously impinges upon the rights of others...... don't let it happen. Some of our staff do not like swearing and obscene language and students don't do it (when in the staff's ear shot). Which is to say that students will respect even the hang-ups of adults, but this cannot be overdone. Alternative school staffers need to practice tolerance and be able to accept widely divergent behaviors and values. Only then, will trust develop and constructive change take place.

Students are urged not to discuss drug escapades, not because we are changing their habits (though they know we'd like to), but because there are others within ear shot trying very hard to get over a drug problem. Kids want to be believed in and sometimes need the force of another person's will to help them do what they really want to do. If destructive behavior is a habit, it's for one of two reasons: the youngster really doesn't want to be in school, or he/she is emotionally or psychologically disturbed. In the first case, help the student face up to the truth. He may be busting up the place because his mother is making him go and the only way to get out is to be thrown out. If that situation cannot be altered, at least help the youngster make what is perhaps his first adult decision--to withdraw from the school voluntarily. If emotional or psychological disturbances are of short duration and not too severe, it may be possible to provide a cooling off place where a youngster can go and be passively supervised until he gains control.

MASH rules on drug possession and use are strict and enforced. A student was arrested in the parking lot early the first year. He did not seem resentful--there had been plenty of warnings, and everyone knew if one got away with it, things would get out of control. The issue of what to do with kids suffering the effects of drugs is harder. If disruptive to others, the youngster is brought to the Principal's office and a parent, if available, is called to pick him or her up. (Parents are seldom available, and the option of dumping them on the street is not attractive.)

Alternative school teachers are in the perfect spot to help kids see the consequences of their actions which often times they do not. A young man could not understand the Director's anger over his shooting off a Saturday Night Special in the classroom because "it was a starter pistol and couldn't hurt a flea." For the good of the community, some students will have to be dismissed. Alternative school directors regularly have a saviour complex. Resist this; troubled youth take many years to get that way and some will not be able to change in your time and place. It is possible though, that down the road, the seemingly most unresponsive kid will remember that way back when some good people reached out and tried to help. Most of the time, I believe that a kind act is never lost.

Fill in Worksheet 12 which will summarize your school's operating policies and procedures.

MARQUETTE ALTERNATIVE SENIOR HIGH

RULES AND REGULATIONS

1978-79

Governance is people deciding how they will live together as a group. Subject to modification by the school community and approval by the Director, students will abide by the following rules and regulations:

ATTENDANCE

Every day attendance for the full 3 1/4 hour academic session is expected. Students receive 1/4 credit for 39 periods of attendance in each class during 9 weeks. Each student is allowed 6 absences per course to cover emergencies and illness and other necessities. (3 tardies equal 1 absence.)

Additional absences (up to 6) must be made up, minute for minute, with approval and supervision of course instructor. Time may be made up during lunch, before or after school according to pre-arrangement with instructor.

Absences in excess of 12 days in any course result in dismissal for that 9 weeks. Dismissal may be appealed to a committee which shall include the Director, a staff member of the student's choice and a member of the Superintendent's Management Team.

CONDUCT

Conduct must be supportive of the rights of others and the aims of the program. No fighting or verbal abuse is permitted.

DRUG USE

Possession and/or distribution of drugs including alcohol, during the school day or on school premises, is prohibited. Persons who violate this regulation will be reported to legal authorities, and their continuation in the school will be in jeopardy.

A student who comes to school "under the influence of drugs and/or alcohol" will be dismissed for the day by the Director to the custody of his or her parents. No smoking in the church building. Smoking is permitted in the designated area in the parking lot only during the mid-morning and mid-afternoon break.

EXTENDED LEARNING EXPERIENCE

Students may earn 1/4 credit in 9 weeks for 10 hours per week on a paid job, at the Skill Center, or supervised volunteer assignment. Students must work a minimum of ninety hours in 9 weeks with at least fifty hours accummulated in 5 weeks to receive work credit. No credit will be granted if student quits a job without 2 weeks notice to employer or if student is fired with just cause.

I AGREE TO ABIDE BY THE RULES AND REGULATIONS OF THE ALTERNATIVE HIGH SCHOOL UNDERSTANDING THAT VIOLATION OF THE ABOVE WILL JEOPARDIZE MY CONTINUATION IN THE PROGRAM.

NAME ______________________________ DATE ____________

Exhibit 6-A
MASH 82

MARQUETTE ALTERNATIVE SENIOR HIGH

Credit, Attendance and Dismissal Policy, 1980-1981

1. Credit is based on points earned in each class.

2. Points are awarded for: a) attendance, b) participation and classwork.

3. Attendance points will be granted on a basis of ten points per period, with proportionately less for periods tardy or leaving early.

4. Participation and class work points will be granted on a sliding scale based on length/difficulty of assignments and the ability level of the student.

5. In order to earn credit, a student must earn a minimum of 450 points for a quarter. This is computed on the basis of 45 school days x 10 points per class period (10 points attendance plus points for participation and work completed). A student earning the minimum of 450 points will be awarded a grade of "D"; additional points will be needed for higher letter grades. Additional points will also be needed to make up for absence.

6. Work done outside of class must be contracted in advance, with teacher and student discussing the assignment and agreeing on a point total for completion. Completed work will be awarded points on the basis of 10 points per hour of work involved. Such work may be either part of a regular assignment, extra credit, or work done to make up for days missed.

7. Dismissal. If, during a nine week quarter, a student loses credit in two or more classes, he/she may be dismissed from the program. If such failure reoccurs in a second successive quarter, the student will be dismissed.

8. Appeal. A student who faces dismissal may appeal the decision to a committee composed of the principal, one teacher, two students, and the Director of Alternative Education.

9. Readmission. A student who has been dismissed must wait one nine-week quarter before asking for readmission.

Exhibit 6-B
MASH 82

CHAPTER 7

SUPPORT SERVICES

It has been proposed that alternative schools, in the process of being organized, should shape their program according to what the students need. What then, if a majority of those needs are non-academic? The logical recourse is to devote staff time and attention to these needs via a coordinated system of support services. This is not a frill; it is essential if dual educational and social service functions of such a program are to be retained.

Support services are a distinguishing feature of MASH. Youth are accepted as whole persons, complete with all of the problems and opportunities imaginable to human experience. Counseling needs to happen whenever and wherever the reachable moment occurs. At MASH, all teachers are counselors, and significant contacts are a daily occurrence. We know this, but wanted to examine the quantity and quality of such activity and, therefore, instituted the Critical Incident Reporting Technique.

Through an entire school year (1980-81), MASH staffers were asked to record counseling contacts that were extended in duration and significant in content. (See Exhibit 7-A which is the reporting form used.)

The composite of these reports is a book in itself. Subjects mentioned include appearance and cleanliness, an unwanted child, being "thrown" out by parents, fear of a vocational instructor, so depressed, can't get up in the morning, no place to live, bugged by discussing drugs, the need to put people down, begging to be "controlled", becoming a doctor, why I can't read, afraid of suicide, surviving a romantic break-up, gun control, better ways to run the school, death of a parent, court appearance, the necessity of getting to work on time.

By early March, over 500 counseling events had been recorded (83 per month or four a day). Teachers who care and have adequate training and resources to provide help--this is what makes the big difference at MASH.

Many additional resources are provided by the Coordinator of Support Services. One is LIFE class, an experimental class that meets daily as a support group to help individuals look at themselves, relate to others, solve problems, make decisions, and look to the future. The emphasis of LIFE shifted from group counseling during the first year to mini-courses in practical life role competencies, the second year. After the second year, the staff made the class an elective, rather than a requirement. Such an experiment is extremely difficult for everyone; it may not have survived long enough to be fairly tested. Examine the well-developed outlines and materials included in Chapter 8 and consider scheduling some form of group counseling and affective learning experience. Perhaps a choice of electives should be offered every nine weeks, e.g. a behavior modification program for youth (and staff members wishing to lose weight), survival skills for independent living such as "Good Grits", currently offered at MASH, transactional analysis, alternatives to drug use, vocational planning for the 21st century.

Whatever the format, this is a good vehicle for bringing in resource persons from the community. Exhibit 7-B is a representative list for one school year. Do not overlook parents, regular school personnel, Advisory Committee members, business persons, political leaders, area natives, professors from the University, as well as representatives from community helping agencies.

A referrals network is a particularly valuable asset to an alternative school. If community agencies already exist to provide the kind of help your students need, develop a "contact" person who will make a special effort with your students. If possible, have your Support Services staff person accompany youngsters on their first visit to a community agency, and be available to be present at court appearances, if requested.

If services do not exist and are needed, use the school to help bring them about. An excellent example is the work MASH Principal, Howard Tamminen, has done promoting "teaching homes" for teenage youth who are delinquent, disturbed, or deserted. Marigene Richardson has written grants to fund classes for pregnant teenagers both at MASH and in Adult Education. Through the IV,C Project, MASH has also brought about new procedures for adjudicating 14 and 15 year old truants, and has set up an in-school suspension program named SAC (Special Assignment Center) to reduce incidence of school failure at the middle school level.

You may wish to review the following summary of activities as you consider whether you will have a Coordinator of Support Services:

20%	Direct contact with agencies/organizations on behalf of students.
12½%	Board membership and other work for community agencies.
25%	Curriculum development - LIFE class
20%	Teaching newly developed class in "Practical Family Life."
7½%	Testing
10%	Counseling students
5%	Grant writing

An alternative is to request part-time assignments by a Social Worker from the school district. Volunteers can be recruited to handle certain discreet tasks associated with this function.

CRITICAL INCIDENT TECHNIQUE

Counseling Report

Teacher: ______________________ Week of: ______________________

Student Problem (initials only and * if your LIFE student)	Counseling Activity

Evidences of Affective Growth in Students (please include name)

Exhibit 7-A
MASH 82

GUEST SPEAKERS

Dave Brantley	Director, Senior Citizens	Senior citiziens
Dana Peacock	Sgt, USAF	Spoke and arranged tours of K.I. Sawyer AFB
Don Polaski	Research, NMU	Shipwrecks in Lake Superior
Doug Kniseley	Entertainer	Folk Singer
Barbara Forsberg Betty Jepson	Craft Guild	Fibers and Weaving
Betty Jepson	Retired teacher	Mechanical Toys
Al Raymond	Director, Chamber of Commerce	Careers
Steve Platt	Counseling, NMU	Substance Abuse
David Oja	Entertainer	Folk Singer
Holly Greer	Mayor, Marquette	Community Government
Gary Howerton	Sgt, USMC	Military Service
Larry Beltrame	Department of Social Services	Child Abuse and Neglect
Freda George	Student, NMU	Inner City, Detroit
Dr. Mohey Mowafy	Home Ec, NMU	Nutrition
Julie Elder	Substance Abuse Unit, Mqt. General Hospital	Substance misuse and abuse
Dr. William Taggert Dr. Harvey Wallace	Health Educ., NMU	Sex education
Richard Bernard	Child Family Service	Adolescent Pregnancy
Bob Koehs Mary K. Peterson	Intermediate School District Cmty. Mental Health	Parenting
Mary K. Peterson	Cmty. Mental Health	Parenting
Gayle Smith	Professional	Clowning and Mime
Dr. John X. Jamrich	President, NMU	Weather
Dr. Marlo Buckmaster	Anthropology, NMU	Anthropology

Exhibit 7-B
MASH 82

CHAPTER 8

CURRICULUM

What is it youth should know and be able to do? MASH discovered no new answers but has pursued a practical course of blending the traditional wisdom about high school curricular content with information and skills proposed in the Michigan Life Role Competencies, and some common sense concerning the obvious needs of our particular clientele.

Functional ability to read and write receive top priority at MASH, and youngsters who are more than one year below 9th grade level in either are required to enroll in Communications Lab and/or Applied Math. Sections are kept small to allow for highly individualized personal instruction.

MASH requires for graduation the same number of credits and the same distribution of courses as does the district's regular high school. This is partly a concession to political acceptability, but also because the requirements are reasonable and can be met in ways which are relevant to our students. MASH also schedules LIFE class, Parenting, Independent Living Skills, Computer Programming, Art, and Futures Studies. The number of courses is restricted by virtue of the school size and staff. The proposed Independent Learning Center will alleviate this problem and allow advanced level students to study specialized subjects via correspondence courses and micro-computer programs.

How the curriculum is presented really distinguishes MASH from other schools. Students study in small class sections to preserve the interactive aspects of learning, but as needed, assignments and requirements are tailored to specific ability, achievement level, learning style and interests. Conventional classroom scenes, with books, pencil and paper do occur, but not so common techniques are also employed. Their purpose is to stimulate motivation as well as match unique learning styles. Some high points of the instructional year include: a debate on gun control, writing with macaroni noodles on sandpaper, photographing a grapefruit section, dueling a scene from Shakespeare, planning a mock marriage, discussing the short story entitled "The Lottery."

Teachers at MASH write their own curriculum. This is because of the observation that much of the education at MASH is "caught", not taught. What is transmitted from teacher to student must first be thoroughly digested and assimilated into the being of the teacher. This produces a level of understanding and an enthusiasm that are contagious. In response, students open themselves to the possibility of learning.

Another reason is that commercial texts and instructional programs seldom accommodate to a wide range of abilities and learning styles. In an alternative school, U.S. History cannot be dispensed via a thick, small print text with college-level readability. At MASH, the study of historical events proceeds from discussion of current events. References include a choice of four high interest texts with readability levels from fourth to tenth grades. Audio-visuals, including videotape are utilized, as well as field trips and invited resource persons to stimulate interest in local history.

Teachers have acknowledged, somewhat reluctantly, that having to develop course outlines is liberating. Do not schedule this for the first year--plan instead to borrow what we've done and simply survive. In succeeding years, in-service time or summer workshops should be scheduled and someone brought in to provide instruction in curriculum writing techniques. Some students will be interested in organizing learning activities and helping build units of instruction.

You will be asked by your critics--who already have the answer--whether your courses are as hard as regular school. The question is, for whom? Many of our ablest students are not fully challenged academically, but they came to MASH for other reasons. Most students are working harder than they ever did, and attest to the fact that they are learning more. And they do so, while also coping with major traumas at home, in the courts, battling drug abuse, etc. MASH is different in that it accepts a student where he/she is. Demands are made, but they are attainable. Entry level is of no consequence; it is progress which is rewarded. And for many students, being able finally to succeed has bred a real love of learning. Several MASH graduates have gone on to successful college careers.

Some would "line" the diploma our graduates receive.....indicating theirs was an alternative high school education. Before a decision about this can be made, there will have to be some agreement on the definition of a high school education--be it regular or alternative, and some way to know whether or not students have achieved it.

Please examine Exhibit 8-A which are curricula developed in detail. 8-B includes course outlines with units of study, materials , and a sample unit plan. 8-C has charts correlating course objectives with Michigan Life Role Competencies, and 8-D, References for Curriculum Planning. Worksheets in the back of the Manual include forms for developing course outlines.

In addition to formal curriculum, are the equally important aspects of the "hidden curriculum." This includes everything that impinges upon the minds and hearts of alternative school students....daily interchanges with teachers, peer contacts, field trips, broomball in the park, meeting community guests. Included also are the "fun times". MASH students initiate such activities as a dress-up Hallowe'en party, Thanksgiving turkey dinner, Christmas dinner dance, and graduation festivities that are "mountain top" experiences. Such events are important for everyone, but especially for alternative students who may have experienced minimal family life with little by way of tradition or celebration. We have found that alternative students need to experience some of the joys of childhood that many of us take for granted.

CURRICULUM

TABLE OF CONTENTS

Part A - Complete Curricula

- LIFE
- Parenting
- Health
- U.S. History
- Social Studies

Part B - Course Outlines

- Basic Skills Lab
- Literature
- Journalism
- Mathematics
- Government
- History
- Environmental Science
- Career Education
- Photography
- Consumer Education
- GED Preparation

Part C - Correlation with Life Role Competencies

- Aesthetic and Humanistic Appreciation
- Employability and Occupational Skills
- Personal and Family Management
- Civic and Social Responsibility

Part D - References

Exhibit 8-B
MASH 82

"The LIFE class, designed to promote resolution of personal problems and affective growth, has undergone evolutionary change."

"This program is a human development practicum dealing with such matters as self-image, relational skills, ethical and moral values, a philosophy of life."

Project Proposal, 1979-1980

One of the difficulties (and there were several) in maintaining a discussion in LIFE class was the lack of information, data, facts , experience etc. on which to base a good discussion as opposed to an airing of opinions. All too often responses were given from a "gut level" reaction or feelings which were in turn based on misinformation, misinterpretation and/or lack of facts or data. (In a class discussion about 'city living', a student stated "If you live in Detroit, you carry a gun. Everyone carries a gun. My uncle said so...and he lived there for six months.")

It is proposed that for the coming year (1980-1981) a course of study will be designed which will (hopefully)

- present specific topic areas in a planned and structured format
- include community resource persons, knowledgeable in each specified topic area, as a regular part of the course
- provide sound information, data, materials on the designated topics
- encourage exploration, discussion and/or action based on solid data and solid thinking rather than misinformation and opinion
- enrich and broaden student interests and experiences
- enhance, not duplicate, regular course offerings

It is further anticipated that the course of study will be more structured in content and still provide teachers and students alike a good deal of flexibility and freedom, a choice of options.

Utilizing suggestions from students, teachers, administrative staff, consultants and resource materials, the 36 school weeks have been divided into a variety of sequential TOPIC AREAS, each of 2-3 week duration. Since LIFE classes meet 3 times a week for 45 minutes...or 6-9 classes per topic... it may be easier to maintain interest before ennui sets in. Each TOPIC AREA will be introduced to the total student body (general meeting) by a community resource person, film, video-tape, field trip or some other "special activity." The ensuing LIFE classes will meet in small groups to continue with in-depth discussion, investigation and/or project pertinent to that particular TOPIC

AREA. Thus the intial introduction will be the same for all MASH students and staff, however, the small groups can determine their own follow-up as the course of study will provide several suggestions for projects, discussions, activities, materials, etc. to allow for individual differences and interests. The only restraints will be time and space.

Last year the emphasis was on the person as an individual...this year LIFE class content will be broadened to include 'significant others' and projecting into next year, it will expand to include 'the community'. More on this later.

The designated TOPIC AREAS have been reviewed by staff, consulting specialists and administrative staff. These particular areas of concern are also reflected in Common Goals of Michigan, Michigan Life Role Competencies and Minimum Performance Objectives for Health Education in Michigan.

Suggested TOPIC AREAS for LIFE classes 1980-1981 include the following:

1. Substance Abuse
2. Sex Education
3. Adolescent Pregnancy
4. Parenting
5. Child Abuse and Neglect
6. Parents and Their Parents
7. Death and Dying
8. Bias and Prejudice
9. Decision Making
10. Conflict Resolution
11. Communication Skills
12. New Games
13. Recreation Resources and Services
14. Getting to Know Your Community

These TOPIC AREAS follow a sequence and bear a relationship one to another. The final TOPIC AREA, while being a sequel to Recreation Resources, will also serve as a stepping-off place for the next year with students and teachers doing much of the pre-planning. It is further suggested that the TOPIC AREAS for 1981-1982 might include a more in-depth study of the various agencies, organizations, institutions, etc. that make up the fabric of 'my community' (federal, state, local, public, private, volunteer). The emphasis will be on the symbiotic community and our part in it. The school year might be divided into the major areas of (1) Social Services, (2) Health and Medical Services (3) Employment Services and (4) Legal Services. Again the format would include resource persons, field trips, interviews, films, video-tapes, reference and resource materials... it would be basically a class on WHO does WHAT for WHOM, WHERE, WHY, WHEN and HOW MUCH!

We have been endeavoring to prepare our youth for the life of independence they all look forward to...and yet we should also help them to recognize that along with independence comes INTER dependence and its accompanying rights and responsibilities.

We can't live their lives for them (and heaven knows, I wouldn't want to be a teenager again) and we shouldn't be too protective or restrictive, however, we can assist them by providing a road map with alternative routes and destinations as well as being clearly marked with side trips to places of interest.

Marigene Richardson
June 19, 1980

Marquette Alternative Senior High

COURSE TITLE LIFE

XXX REQUIRED COURSE

___ ELECTIVE COURSE

1 CREDITS

___ PRETEST/POSTTEST

___ QUARTER COURSE

___ SEMESTER COURSE

XXX YEAR COURSE

___ PREREQUISITE

- -

MAJOR DEPARTMENT: ___

GENERAL EDUCATION GOALS:

1. To promote resolution of personal problems
2. To enhance the feeling of self-worth and self-esteem
3. To increase opportunities for affective growth
4. To enrich and broaden students interests and experiences
5. To provide information and data on controversial topics, areas

UNITS:

1.	SUBSTANCE ABUSE	3 weeks	CONFLICT RESOLUTION	2 weeks
2.	SEX EDUCATION	2 weeks	NEW GAMES	2 weeks
3.	ADOLESCENT PREGNANCY	3 weeks	RECREATION	3 weeks
4.	PARENTING	2 weeks	VOLUNTEERISM	3 weeks
5.	CHILD ABUSE AND NEGLECT	2 weeks		
6.	PARENTS AND THEIR PARENTS	1 week		
7.	CULTURES	2 weeks		
8.	BIAS AND PREJUDICE	3 weeks		
9.	COMMUNICATION SKILLS	3 weeks		
10.	DECISION MAKING	3 weeks		

TEXTS AND RESOURCE MATERIALS:

Specific texts and materials were listed for each unit. The only resources in general use were CURRENT LIFESTYLES magazine and ME AND OTHERS, Hooker (a student work book).

UNIT TITLE: SUBSTANCE ABUSE

UNIT OBJECTIVES: At the end of this unit, the student will..

1. Be able to differentiate between use, misuse and abuse of substances
2. Be aware of 4 phases of alcohol dependency and affect on individual
3. Be familiar with the 5 stages of recovery from alcohol dependency
4. Know the classificiations of drugs other than alcohol and their effects
5. Be able to determine at least 4 alternatives to use of chemical substances
6. Be able to identify community resources available for assistance.

UNIT OUTLINE:

1. Alcoholism as a Disease
   4 reasons why it is a disease
2. myths and misconceptions re alcohol
3. Progression of the disease
4. 4 phases in becoming dependent
5. Affects on family and personal relationships
6. Treatment
7. 5 stages of recovery
8. Classification of drugs (and effects) other than alcohol
9. Alternatives to substance abuse
10. Community resources available for information and assistance

DELIVERY SYSTEM: Guest lectures by trained persons, small group discussion

EVALUATION SYSTEM: pre/post tests on attitudes and knowledge, vocabulary quiz

MEDIA RESOURCES: TV, cassettes, Sub Abuse Unit, Project AIDE, REMC

TEACHER ~~SUGGESTIONS~~:RESOURCES: Hazelden Educational Services; National Clearinghouse for Drug Prevention; Institute of Behavioral Research; local Substance Abuse units; 8:30 MONDAY MORNING kit; LIFE AND HEALTH, text; brochures, booklets, texts, current magazines and articles

Michigan Life Role Competencies: PF 7.5; 8.1; CS 1.4; 6.9; 8.4
Min. Perf. Obj for Health Ed. in Mich. Alternatives to Substance Abuse;
Substance Abuse Treatment and Control;
Health Servies and Information

UNIT TITLE: SEX EDUCATION

UNIT OBJECTIVES: At the end of this unit, the student will...

1. Be able to recognize fallacy from fact regarding sexual development and activity
2. Be aware of the influences and attitudes of society re sex and sexuality
3. Be able to identify the causes, effects and treatment for venereal diseases
4. Be aware of various contraceptive devices and methods
5. Be able to identify local resources for information and assistance

UNIT OUTLINE:

1. Vocabulary study
2. Male sex growth and development
3. Female sex growth and development
4. Myths and fallacies re sexual development and activity
5. Influence which shape attitudes re sex and sex roles
6. Veneral diseases - causes, effects, treatments
7. Contraception - devices, methods, effectiveness
8. Other patterns of sex activity
9.
10.

DELIVERY SYSTEM: audio visuals, displays, lecture, discussion, Q&A sessions

EVALUATION SYSTEM: Vocabulary quiz, pre and post tests

MEDIA RESOURCES: REMC, Planned Parenthood, Health Department, March of Dimes, Child and Maternal Health

TEACHER ~~SUGGESTIONS~~ RESOURCES: Planned Parenthood; March of Dimes; Health Department; Ed-U Press; LIFE AND HEALTH text; YOU, Sol Gordon;

Michigan Life Role Competencies: PF 1.1, 1.2, 1.7

Health Ed. Curriculum Req. -

M. Richardson

UNIT TITLE: ADOLESCENT PREGNANCY

UNIT OBJECTIVES: At the end of the unit, the student will...

1. Be aware of national and local statistics re adolescent pregnancy
2. Be able to identify the problems and perils of adolescent pregnancy for the mother and the father
3. Know the alternatives to adolescent pregnancy/childbirth
4. Be cognizant of the responsibilities of single parenthood
5. Be able to identify local resources concerned about adolescent parents and their children

UNIT OUTLINE:

1. National and local statistics of adolescent pregnancy, childbirth
2. Physical/ment/social problems of adolescent pregnancy/childbirth
3. Physical/ment/social problems of children of adolescent parents
4. Problems of parents of adolescent parents
5. Alternatives available to pregnant adolescent and their effects
6. Laws regarding maternal and paternal rights
7. Laws re paternal responsibility
8. Readiness for parenthood
9. Community resources available to the pregnant adolescent
10. Community resources available to adolescent parents

DELIVERY SYSTEM: Films, lecture, discussion, research, journals, Q&A sessions

EVALUATION SYSTEM: Vocabulary quiz, pre/post tests, Parenting Quiz

MEDIA RESOURCES: Planned Parenthood, Health Department, Child and Family Services, REMC, March of Dimes; TV

TEACHER ~~[illegible]~~ Resources: Booklets and pamphlets from agencies, organizations; Project PASTIE; MSU Extension;Health Department; CURRENT LIFESTUDIES magazine; HEALTH, a teacher's edition text;State Model plan

Michigan Life Role Competencies: PF 1.9; 3.1-4; 8.3-7

B. Richardson

UNIT TITLE: PARENTING

UNIT OBJECTIVES: At the end of this unit, the student will...

1. Realize that parenting is a skill
2. Be able to recognize the partnership aspects of parenting
3. Be able to identify some of the influences of society on the role of parents
4. Be aware of the child/parents rights by law
5. Be able to identify community resources for assistance

UNIT OUTLINE:

1. Skills of parenting are not natural to everyone
2. Roles assigned to mother and father by society
3. Changing family patterns and structures
4. Child's rights and responsibilities
5. Parent's rights and responsibilities
6. Society's responsibilities to families
7. Changing needs as the child grows
8. Changing needs of parents as child grows
9. Surrogate parents
10. Local resources for assistance to children, parents, families

DELIVERY SYSTEM: Films, lecture, discussion, reading, TV, research, games

EVALUATION SYSTEM: pre/post test, simulation exercises, vocab quiz, Q&A session

MEDIA RESOURCES: Project PASTIE, Intermediate School District, Health Department, Child and Maternal Health, Community Mental Health, March of Dimes

TEACHER ~~SUGGESTIONS~~ RESOURCES: What Every Parent Should Know, Gordon: Parent Effectiveness Training, Gordon; The ABC's of Guiding the Child, Dreikurs and Goldman,
Dreikurs and Goldman; MSU Extension booklets; March of Dimes materials; What's a Family, Practical Family Life; CURRENT LIFESTYLES magazine

Michigan Life Role Competencies: PF 3.2,3.2; 7.1-9; AHA 5.2; PF 8.1-9

M. Richardson

UNIT TITLE: CHILD ABUSE AND NEGLECT

UNIT OBJECTIVES: At the end of the unit, the student will...

1. Be familiar with the Michigan Child Protection Law, Act no. 238
2. Be able to explain: child abuse, child neglect, high risk infant, heredity, environment
3. Examine the causes of (1) child abuse and neglect (2) adult abuse and neglect
4. Understand Helfer's W.A.R. (World of Abnormal Rearing) Cycle
5. Be able to identify community resources for information and assistance

UNIT OUTLINE:

1. Definitions of new terms
2. National and local statistics on child abuse and neglect
3. Helfer's W.A.R Cycle
4. Causes and effects of child abuse and neglect
5. Causes and effects of parent abuse and neglect
6. Review Michigan's Child Protection Law
7. Responsibilities under the Law
8. Community resources available for children and parents
9. Volunteer organizations for children and parents
10.

DELIVERY SYSTEM: TV, cassettes, film, lecture, research, Q&A, discussion,

EVALUATION SYSTEM: pre/post tests, simulation games, quiz, vocab quiz

MEDIA RESOURCES: TV, cassettes, Department of Social Services, Health Department, MSU Extension, Child and Maternal Health, REMC

TEACHER ~~SUGGESTIONS:~~ RESOURCES: in addition to above; private social agencies, MAIntermediate School District; Parents Anonymous; I AM LOVEABLE AND CAPABLE, Simon; COPING WITH series, Schwarzrock; CURRENT LIFESTYLES Magazine

Michigan Life Role Competencies: PF 8.7, 7.1

M. Richardson

UNIT TITLE: PARENTS AND THEIR PARENTS

UNIT OBJECTIVES: At the end of this unit, the student will....

1. Examine thier attitudes towards aging and older people
2. Be aware of significant changes (physical, mental) in the aging process
3. Be able to identify the problems of the aged
4. Be able to identify the contributions of the aged in our young society
5. Discover the similarity between the concerns of the elderly and the youth

UNIT OUTLINE:

1. Perceptions of aging - a questionnaire
2. National and local statistics of the older population
3. Stereotypes of aged and aging
4. Process of aging (physical and mental)
5. Problems and concerns of aging
6. Problems and concerns of youth - a comparison
7. Joys of aging - creative years
8. Contributions of elderly - their role in today's society
9. Responsibilities of parents who are children - responsibilities of youth
10. Community resources available for information and assistance

DELIVERY SYSTEM: Interviews, panel discussions, films, books, articles,

EVALUATION SYSTEM: pre/post quiz, attitude survey, vocab quiz,

MEDIA RESOURCES: Public library; REMC; Health Department; Commission on Aging; Institute of Gerontology, University of Michigan: TV, periodicals, news

TEACHER ~~SUGGESTIONS~~: HORIZONS newsletter, DECIDING FOR MYSELF Clarification Series; HEALTH, A WAY OF LIFE text; FOXFIRE series, REFLECTIONS ON RELATIONSHIPS, Kappler; VIEWS OF AGING, Marcie Cameron

Michigan Life Role Competencies: PF 4.14; 7.6-7.9; 8.6

M. Richardson

UNIT TITLE: ANOTHER WAY TO CELEBRATE - OTHER CULTURES

UNIT OBJECTIVES: At the end of this unit, the student will.....

1. Be able to identify some American traditions and customs
2. Be aware of some traditions and customs of other nationalities and lands
3. Understand the need for traditions and customs
4. Be able to identify similarities and differences in family traditions
5. Appreciate their own and other traditions and customs

UNIT OUTLINE:

1. Dfine tradition and custom
2. Importance of tradition and its influences on our lives
3. Identify some traditions in food, games, clothing, holidays, birthdays, etc.
4. Research traditions/customs centered around Christmas
5. Plan a traditional Christmas party based on a particular culture/time
6. Execute party plans.
7. Evaluate
8.
9.
10.

DELIVERY SYSTEM: Films, field trips, research, displays, discussion

EVALUATION SYSTEM: quiz, pre/post test, student evaluation, participation

MEDIA RESOURCES: Public Library, REMC, magazines,

TEACHER SUGGESTIONS: FOXFIRE series; field tripsEXPLORING TRADITIONAL VALUES (Unit: Tradition, Clarification Series); WHAT EVERYONE SHOULD KNOW ABOUT CHRISTMAS, Practical Family Life; YOURSELF AND OTHERS, Kline,

M. Richardson

UNIT TITLE: A SLANTED VIEW - BIAS AND PREJUDICE

UNIT OBJECTIVES: At the end of this unit, the student will....

1. Be able to differentiate between bias and prejudice
2. Be able to recognize the difference between overt and convert bias and prejudice
3. Be aware of the role of society in perpetuating and fostering biases and prejudices
4. Be able to recognize esicting discriminatory practices at federal, state and local levels
5. Be able to identify some of own biases and prejudices

UNIT OUTLINE:

1. Vocabulary: prejudice, bias, overt, convert, racism, discrimination, sexism, segragation, oppression, equality, labeling, stereotype,
2. handicapped, minority, majority, ERA
3. Bias and Prejudice in past years of American history emigration, settlement of America, wars, education, labor, society
4. Present day biases and prejudices at federal, state, local levels
5. Origins and causes of biases and prejudices
6. How biases and prejudices are perpetuated
7. Influence of media, literature, movies, music
8. Important of differences among peoples
9. Taking a look at our own biases and prejudices
10.

DELIVERY SYSTEM: Guest lecturers, research, movies, literature, discussion

EVALUATION SYSTEM: Pre and post tests, vocabulary quiz, research paper

MEDIA RESOURCES: Public library; NMU; REMC:

TEACHER ~~SUGGESTIONS~~ RESOURCES: PREJUDICE, Clarification Series; DECIDING HOW TO LIVE AS SOCIETY'S CHILDREN, O'Fahery, Batz; DESEGREGATION: ON THE CUTTING EDGE, Aquila; UNDERSTANDING OTHERS, Haupt; INNERCHANGE - Stereotyping, Handicapped: SOMETHING FOR 10:30, Maid and Timmerman

Michigan Life Role Competencies:CS, 2.1-.4; 4.1-4.4; 5.1,5.2, 8.1;
PFM: 10; AH 5.4, 4.2

M. Richardson

UNIT TITLE: COMMUNICATION SKILLS

UNIT OBJECTIVES: At the end of this unit, the student will....

1. Be able to listen more effectively (active listen)
2. Be able to speak more effectively (I messages)
3. Be able to identify and express feelings
4. Be able to appreicate and respect the feelings of others
5. Improve writing skills

UNIT OUTLINE:

1. Communication is an art
2. Verbal communication helpers - silence, paraphrasing, posture, voice, eyes
3. Communications stoppers - interrupting, advising, probing, confronting, judging, interpreting, dominating, putting down
4. Non Verbal communications - gestures, postures, expressions
5. Written Communications - saying what you mean clearly
6. 5 Levels of communication: 1) cliche 2) facts 3) ideas and judgments 4) feelings 5) PEAK COMMUNICATIONS
7. One-way communication skills
8. Two-way communication skills
9. Group communication skills
10. Overview - techniques, definitions, methods

DELIVERY SYSTEM: Demonstration, lecture, practice, video tape, films

EVALUATION SYSTEM: Pre and post Test, demonstrations,

MEDIA RESOURCES: REMC, Public library, MSU Extension, TV, video tape

TEACHER ~~SUGGESTIONS:~~ RESOURCES: INNERCHANGE, Senior High, Experience Sheets; WHY AM I AFRAID TO TELL YOU WHO I AM, Powell; LIFE SKILLS FOR MENTAL HEALTH; REACHING OUT, Johnson; PET, Gordon; COMMUNICATIONS TRAINING MANUAL, Miller; UNDERSTANDING OTHERS, Haupt; WINNING AND LOSING, Haupt; COMMUNICATING WITH OTHERS, Udvari,; COMMUNICATION PERSON TO PERSON, Mohrmann

Michigan Life Role Competencies: AH 10.1-7; 11.1-4

UNIT TITLE: DECISION MAKING

UNIT OBJECTIVES: t the end of this unit, the student will....

1. Be able to identify a problem definitively
2. Be able to identify and evaluate alternatives
3. Be able to select and implement the best possible solution
4. Be able to evaluate solution, accepting success as well as failure
5. Be aware of the responsibility and accountability of decision made

UNIT OUTLINE:

1. Defining a problem or a problem situation
2. Identifying alternative solutions or choices
3. Predicting advantages and/or disadvantages of the alternatives
4. Developing reference and research skills for additional information
5. Using new evidence, increasing alternatives
6. Making decisions based on facts and value priorities
7. Implementing the desicion
8. Setting goals and objectives
9. Evaluating the decision
10. Responsibility and accountability for decisions

DELIVERY SYSTEM: Guest lecturers, film, videotape, work sheets, discussion

EVALUATION SYSTEM: pre and post test, vocabulary quiz, Q&A session,

MEDIA RESOURCES: REMC, MSU Extension, Department of Social Services,

TEACHER ~~SUGGESTIONS~~:RESOURCES: MAKING DECISIONS, Scholastic Social Studies Skills; INNERCHANGE Experience sheet, Senior High; ACTING ON BELIEFS, Clarification series; CONSEQUENCES: CHOICES AND BEHAVIORS: CHOOSING FREELY, Clar. series; DECISIONS AND OUTCOMES, Gelatt, Varenhorst; ME AND OTHERS, Hooker

Michigan Life Role Competencies: PF, 6.2,6.4,2.2-5; CS, 3.3, 11.1-4,
AH, 14.1-4

UNIT TITLE: CONFLICT RESOLUTION

UNIT OBJECTIVES: At the end of this unit, the student will...

1. Be able to identify causes and effects of stress and conflict
2. Be able to define: stress, conflict, intention, effect, assertive
3. Be able to categorize types of stress and conflict
4. Be able to use some assertive techniques
5. Be able to recognize the advantage and disadvantages of stress and conflict

UNIT OUTLINE:

1. Vocabulary: stress, conflict, intention, effect, assertive, combative,
   belligerent, synergy, values, consensus, arbitration, compromise
2. procrastination
3. Stress - productive and non-productive
4. causes, effects, coping skills
5. Conflict - scarce resources, values conflicts
6. causes, effects, coping skills
7. Review of communication skills (listening, I messages)
8. Review of problem solving skills
9. Values, Opinions
10. 10 Commandments for resolving conflict

DELIVERY SYSTEM: Demonstration, film, video tape, simulation exercises, discuss

EVALUATION SYSTEM: Pre and post test, vocab quiz, video tape, exercises

MEDIA RESOURCES: MSU Extension; REMC; Project AIDE, Intermediate School District; public library; Women,s Center, NMU; TV,

TEACHER ~~SUGGESTIONS:~~ RESOURCES: THE FRIENDS YOU MAKE, Livinstone; PET, Gordon; COPING WITH series; SOMETHING FOR 10:30; MAKING SENSE OF OUR LIVES, Merrill; DECIDING FOR YOURSELF series, Conflict: ME AND OTHERS, Hooker;LEARNING TO USE CONFLICT, Millar; STRESS MANAGEMENT TRAINING, COPING INVENTORY; UNDERSTANDING FAMILY STRESS, Imig

Michigan Life Role Competencies:PF, 1.16; AH, 1.3, 10.3; EOS 5.1

UNIT TITLE: RECREATION - NEW GAMES

UNIT OBJECTIVES: At the end of this unit, the student will...

1. Be encouraged to be creative in play and games
2. Be able to increase quality of leisure time opportunities and activities
3. Recognize the importance of leisure and recreation in daily life
4. Participate in New Games activities (non competitive)
5. Experience cooperation and togetherness in non-competitive leisure time activities

UNIT OUTLINE:

1. Value of play in our lives:
   How do you play, survey ; Life's High's and Lows - activity sheet
2. Competition and/or cooperation in games and play
3. Introduce New Games
4. New Games - small groups
5. New Games - large groups
6. Looking at unusual hobbies and crafts
7. Plan a PLAY DAY - a) children b) youth c) adults
8. Conduct and Evaluate a PLAY DAY
   games, equipment, space, refreshments, transportation
9. Create some original New Games
10.

DELIVERY SYSTEM: Guest lecturer, discussion, participation, research

EVALUATION SYSTEM: survey, activity sheet, participation

MEDIA RESOURCES: Intermediate School District; MSU Extension

TEACHER ~~SUGGESTIONS~~ MAKING SENSE OF OUR LIVES, Harmin; NEW GAMES;
LIFE'S HIGHS AND LOWS, Argus Communications;

Michigan Life Role Competencies: PF 9.1, 9.2, 10.1, 10.2

M. Richardson

UNIT TITLE: RECREATION RESOURCES IN THE COMMUNITY

UNIT OBJECTIVES: At the end of this unit, the student will....

1. Identify cultural and aesthetic events, facilities, activities in area
2. Identify community recreation resources
3. Be aware of recreational needs of special groups - handicapped, children, aged
4. Develop a calendar of community events, activities, resources for recreation
5. Participate in several special events in community

UNIT OUTLINE:

1. Discuss CULTURAL and AESTHETIC
2. Research Community resources, activities, etc.
3. Different types of recreation needed for handicapped, children, aged
4. Prepare a 1 month calendar of events
5. How recreation needs are met by federal, state, local government, private groups, individuals
6. Citizen's responsibilities
7. Plan a CULTURAL field trip
8. Plan an AESTHETIC field trip
9. Review recreation literature for local area, state
10. Prepare a pamphlet "Put a Little Fun in Your Life" especially for youth

DELIVERY SYSTEM: Guest lecturer, slides, TV, discussion, participation

EVALUATION SYSTEM: Participation, student evaluation, teacher evaluation

MEDIA RESOURCES: Historical Society; John Burt House; Chamber of Commerce; Northern Michigan University; U.P. Arts Council; Choral Society; Intermediate School District

TEACHER ~~SUGGESTIONS~~: RESOURCES: in addition to the above - LEISURE, PLACES Clarificiation series; SOMETHING FOR 10:30; WHERE TO GO AND WHAT TO DO, Udvari; UNDERSTANDING YOURSELF, Udvari; STRATEGIES IN HUMANISTIC EDUCATION, Ballard

Michigan Life Role Competencies: AH 9.1, 9.2, 9.4, 9.7, 13.1-3; PF 5.1;
PFM 9.1, 9.2; CS 6.4, 6.5

B. Richardson

UNIT TITLE: VOLUNTEERISM

UNIT OBJECTIVES: At the end of this unit, the student will...

1. Understand the role and value of the volunteer in a democratic society
2. Be able to identify 15 volunteer organizations in the community
3. Recognize the opportunities for volunteers and volunteer training programs
4. Organize and implement a volunteer activity/program in school/community
5. Develop a booklet "Do's and Don'ts for Volunteers"

UNIT OUTLINE:

1. Define: volunteer, caring community, symbiotic community
2. Background of volunteerism in American history
3. Volunteer organizations in local community
4. Volunteer training programs available in local community
5. Review literature, periodicals, newspapers re volunteer activity and volunteer recognition
6. Responsibilities of a volunteer
7. Plan an all-school volunteer activity
8. Direct and implement the volunteer activity
9. Evaluate
10. Recognition of volunteer efforts

DELIVERY SYSTEM: Guest lecturer, interviews, discussion, participation

EVALUATION SYSTEM: Pre and post tests, work sheets, vocab quiz

MEDIA RESOURCES: Red Cross; hospital; Emergency Services; Police and Fire Departments; AMCAB;

TEACHER ~~SUGGESTIONS:~~ RESOURCES: CURRENT LIFESTYLES, magazine (March 80) newspapers, magazines; HEALTH - a Teacher's Edition, text

Michigan Life Role Competencies: EOS 4.1-6; 7.7, 7.8; PF 6.3

B. Richardson

COURSE TITLE PARENTING

	REQUIRED COURSE		QUARTER COURSE
XX	ELECTIVE COURSE		SEMESTER COURSE
	CREDITS		YEAR COURSE
	PRETEST/POSTTEST		PREREQUISITE

MICHIGAN LIFE ROLE COMPETENCIES: I, 5; II, 1,2,3,4,5,6,7,8,9,10; III, 1,4,6,7,8,10,11:
MAJOR DEPARTMENT: IV, 1,2,3,4,5,9,10,11,12,13,14

GENERAL EDUCATION GOALS:

1. To provide factual information on all aspects of parenting
2. To present recommendations for good health habits
3. To connect each student with appropriate agencies and programs
4. To provide support student in her efforts to have a successful pregnancy/parenting experience
5. To draw pregnant and parent students into class

UNITS:

1.	Conception/contraception	1 week
2.	Pregnancy	2 weeks - ongoing
3.	Prenatal care	2 weeks - ongoing
4.	The Birth Process	1 week - ongoing
5.	Childbirth Preparation	1 week - ongoing
6.	The Infant	2 weeks - ongoing
7.	Baby Care	2 weeks - ongoing
8.	Child Development	2-3 weeks - ongoing
9.	Nutrition	2-3 weeks - ongoing
10.	Medical Care	1 week - ongoing

TEXTS AND RESOURCE MATERIALS:

Pamphlets from doctors, agencies, commercial companies

Films, visual aids from March of Dimes, CEA, REMC, MAISD

Project PASTIE Nutrition Kit Action Biology - Reproductio

"Footsteps" - PBS

D Vezzetti

UNIT TITLE: CONCEPTION/CONTRACEPTION

UNIT OBJECTIVES:

1. To understand the reproductive organs of male and female
2. To understand how conception takes place
3. To be aware of the contraceptive options
4. To examine social customs and mores regarding the topic
5.

UNIT OUTLINE: Learning Activities

1. Read and discuss Action Biology - Reproduction
2. Bring in books, diagrams, printouts showing human reproductive system
3. Have presentation on contraceptives by Planned Parenthood
4. Show movies "Teen age Father" and "Woman Child"/ Discuss
5.
6.
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: Planned Parenthood, March of Dimes

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: PREGNANCY

UNIT OBJECTIVES:

1. To understand the symptoms of pregnancy
2. To understand the physical changes during pregnancy
3. To understand the development of the fetus
4.
5.

UNIT OUTLINE:

1. Using printed materials, discuss the symptoms of pregnancy
2. Examine the physical changes which will take place during pregnancy
3. Discuss feelings about pregnancy
4. Study fetal development chart
5. Look at actual photos of fetus at several stages
6. Show movie on Fetal development
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: March of Dimes, Public Health

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: PRENATAL CARE

UNIT OBJECTIVES:

1. To encourage good prenatal care
2. To understand the essentials of good prenatal care
3. To know the consequences of poor prenatal care
4.
5.

UNIT OUTLINE:

1. Present general overview of prenatal care
2. Stress good nutrition
3. Show movies "Born Hooked" Discuss drug use during pregnancy
4. Show movie "Total Alcohol Syndrome" Discuss drinking during pregnancy
5. Discuss effects of smoking.
6. Show movie "Tomorrow Happens Today" Discuss personal and environmental concerns during pregnancy
7. Show filmstrip "Inside My Mom"
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: March of Dimes

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: THE BIRTH PROCESS

UNIT OBJECTIVES:

1. To know the signs of the onset of labor
2. To understand the physical process of labor and delivery
3. To know what to expect during labor and delivery
4. To know what will happen at the hospital
5.

UNIT OUTLINE:

1. Discuss signs that labor is soon to start
2. Study three phases of labor
3. Discuss options in childbirth
4. Show movie "Becoming". Discuss
5. Show movie on C- section. Discuss
6. Visit hospital O.B. Unit
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: March of Dimes, Childbirth Education Association

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: CHILDBIRTH PREPARATION

UNIT OBJECTIVES:

1. To be aware of techniques for prepared childbirth
2. To learn exercises for preparation
3. Toknow relaxation techniques for use during labor
4. To be aware of childbirth preparation classes offered in community
5.

UNIT OUTLINE:

1. Discuss methods of childbirth preparation
2. Experience preparation exercises
3. Experience relaxation techniques
4. Have CEA representative do a sample class
5. Provide opportunity to practice techniques
6.
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: Childbirth Education Association

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: THE INFANT

UNIT OBJECTIVES:

1. To understand the physical abilities of the newborn
2. To understand the psychological needs of the newborn
3.
4.
5.

UNIT OUTLINE:

1. Show movie "Newborn"
2. Discuss physical appearance and capabilities of baby
3. Show video tape "Touching" Discuss
4. Bring in nurse from Public Health Department
5.
6.
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: Childbirth Education Association/ Public Health Department

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: BABY CARE

UNIT OBJECTIVES:

1. To understand the need for cleanliness
2. To be aware of the choices in baby items with regard to price and quality
3. To be aware of the choices in infant feeding
4. To understand the baby's need for closeness
5.

UNIT OUTLINE:

1. Bring in Public Health nurse to discuss bath, etc.
2. Examine information on infant formulas, breastmilk, baby foods
3. List items needed for baby - Go out and compare price and quality at area stores
4. Explore options such as garage sales
5. Discuss baby's needs, psychological as well as physical
6. Bring in pediatric nurse
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: Public Health Department, pediatric nurse

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: CHILD DEVELOPMENT

UNIT OBJECTIVES:

1. To understand the characteristics of a child at any given age (up to 5 years)
2. To be aware of the needs of the child at his point in the growth process
3. To build realistic expectations of own children
4. To examine ways to meed the child's needs while meeting the parents' needs
5. To be aware of the effects of the parents' words and actions on the child

UNIT OUTLINE:

1. Study Child Development booklet. Discuss children we know in relation to this.
2. Examine discipline techniques. Discuss.
3. Explore expectations for our own children.
4. Visit child care center to interact with children and to observe caretakers.
5. Bring in pediatric nurse.
6. Bring in child psychologist.
7. Bring in our children for planned activities.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: Michigan Extension Service, pediatric nurse, MAISD

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: NUTRITION

UNIT OBJECTIVES:

1. To know the basics of good nutrition.
2. To understand the nutritional needs of a bottle fed baby
3. To understand the nutritional needs of a breast fed baby
4. To understand the nutritional needs of a child
5. To learn fun and easy recipes for nutritional foods

UNIT OUTLINE:

1. Use appropriate Project PASTIE modules
2. Bring in LaLeche League leader to discuss breastfeeding
3. Share recipes and cookbooks
4. Bring in home economist from MSU Extension
5. Plan nutritional snacks for our children's activity days
6. Chart a week's food intake. Analyze and plan for needed changes.
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: MSU Extension Service, MAISD

TEACHER SUGGESTIONS:

D Vezzetti

UNIT TITLE: MEDICAL CARE

UNIT OBJECTIVES:

1. To understand the need for medical maintenance for each person.
2. To understand the need for regular medical check ups for child.
3. To know the recommended schedule for immunization
4. To be aware of available health care programs
5.

UNIT OUTLINE:

1. Discuss need for medical care
2. Show movie on immunization. Discuss
3. Examine local choices in medical care.
4.
5.
6.
7.
8.
9.
10.

DELIVERY SYSTEM:

EVALUATION SYSTEM:

MEDIA RESOURCES: AMA

TEACHER SUGGESTIONS:

D Vezzetti

COURSE TITLE HEALTH

XX REQUIRED COURSE

___ ELECTIVE COURSE

1/2 CREDITS

___ PRETEST/POSTTEST

___ QUARTER COURSE

XX SEMESTER COURSE

___ YEAR COURSE

___ PREREQUISITE

- -

MICHIGAN LIFE ROLE COMPETENCIES MET: I, 6; II, 1,3,6,7,10; III, 1,6,8,11; IV, 1,5,7,9,13.

MAJOR DEPARTMENT:

GENERAL EDUCATION GOALS:

1. To foster an understanding of all aspects of health - physical, mental, social
2. To help students make responsible choices regarding their health.
3. To introduce students to various local agencies that deal with health
4. To develop a better understanding of the functions of the human body
5. o make students aware that their health decisions not only affect themselves but society and the environment as well.

UNITS:

1. Introduction to Health
2. Disease and Common Health Problems
3. Consumer Health
4. Personal Health Practices
5. Stress
6. Nutrition
7. First Aid and Health
8. Aging and Dying
9. Recreation
10. Substance Abuse
11. Growth and Development/Sexuality

TEXTS AND RESOURCE MATERIALS:

TEXT: Health, A Way of Life, Pollock, Purdy, Carroll

LIFE Sequence, compiled by Marigene Richardson

Coping with Death and Dying, Russell, Purdy

First Aid and Personal Safety, Red Cross

(OVER)

TEXTS AND RESOURCE MATERIALS (continued)

Teenage Body Book, McCoy and Wibbelsman
Understanding Your Sexuality,/Purdy, Kendzierski
Health Education - The Search for Values, Read, Simon, Goodman
Values Clarification, Simon, Howe, Kirschenbaum

FILMS - Resources

Intermediate School District Film Library
Combined Health Services
American Red Cross
March of Dimes

SPEAKERS:

See Individual Units

UNIT I INTRODUCTION TO HEALTH

Objectives

At the end of the unit the student will:

1) be able to describe the physical, mental and social aspects of health and how they affect each other
2) be able to explain the relationship between a person's behavior and his or her health
3) be able to identify the different influences on health behavior
4) explain how their values play a role in their health behavior

Outline

BE ABLE TO DESCRIBE THE PHYSICAL, MENTAL AND SOCIAL ASPECTS OF HEALTH AND HOW THEY AFFECT EACH OTHER

A. Physical health refers to fitness
   1) it is possible to be fit yet occasionally get a cold or some other common illness
   2) have enough energy for all of your daily activities

B. Mental health involves intellectual and emotional aspects
   1) dealing with everyday problems
   2) being able to live comfortably with yourself

C. Social health involves the roles we play in our lives
   1) often involves the roles imposed by society
   2) being able to live comfortably with others

D. Physical, social and mental health interact with each other

physical

social -------- mental

Definitions of health:

- a state of physical, mental and social well-being and not merely the absence of disease or infirmity
- what allows a person to live up to his/her full potential

BE ABLE TO EXPLAIN THE RELATIONSHIP BETWEEN A PERSON'S BEHAVIOR AND HIS/HER HEALTH

A. What one does in everyday life affects not only his/her health but that of others
   1) how you care for your body now may determine how it will function years from now
   2) your behavior toward others may affect their health

BE ABLE TO IDENTIFY THE DIFFERENT INFLUENCES ON HEALTH BEHAVIOR

A. There are many external influences on health behavior and we are constantly faced with choices between them
   1) cultural and family background - may affects the foods you eat and many of your present health behaviors
   2) peers - probably the most influential factor on teens
   3) school - much information and many health facts are learned in school
   4) media - young people spend many hours exposed to TV and radio and are bombarded with influences to health behavior in the form of commercials and other advertising
   5) people you admire and respect - advertising ties into the influence by using these people to pitch a product

EXPLAIN HOW THEIR VALUES PLAY A ROLE IN THEIR HEALTH BEHAVIOR

A. Values are personal standards of worth that determine what choices we make
   1) being aware of your values will help in making health related decisions
   2) the choices we make may or may not be in the best interest of our health

Methods

- Go through the multi-phasic screening offered by the health department
- Make a list of personal health practices and explain why they are done
- Give examples of the influences to health behavior
- Rank order the list of values (page 25, text) relating to health
- Make a bulletin board showing health related practices

Aids

- Advertisements for various products
- Pictures showing people in different roles

Evaluation

- End of unit quiz (text)
- Student evaluation
- Teacher evaluation

References

Text

UNIT II DISEASE AND COMMON HEALTH PROBLEMS

Objectives

At the end of this unit students will:

1) be able to interpret the relationship between pathogens (germs) and diseases
2) be able to give examples of diseases caused by bacteria, viruses, fungi and animals
3) be able to trace the infectious disease cycle
4) be able to differentiate between acute and chronic infections
5) be able to describe the body's defenses against diseases
6) be able to explain how environment and/or heredity can cause non-infectious diseases
7) be able to give esamples of how good health behavior can prevent disease

Outline

BE ABLE TO INTERPRET THE RELATIONSHIP BETWEEN PATHOGENS (GERMS) AND DISEASE

A. The word disease can be used to describe any condition that unfavorably affects normal functioning
   1) it is a broad term used to describe many different conditions

B. Louis Pasteur formed the "germ theory" of disease
   1) diseases caused by germs are called infectious diseases
   2) organisms that cause diseases are called pathogens

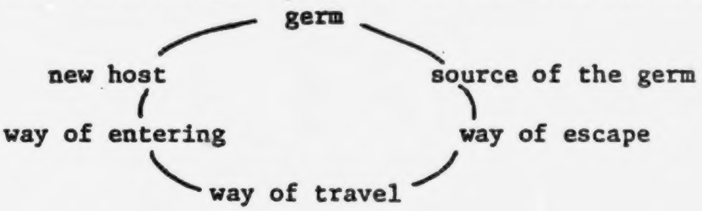
BE ABLE TO GIVE EXAMPLES OF DISEASES CAUSED BY BACTERIA, VIRUSES, FUNGI AND ANIMALS

A. Examples of pathogens are:

bacteria:	lockjaw, TB, pneumonia, staph infections, strep throat, V.D
viruses:	colds, flu, mumps, warts
fungi:	Athletes foot, "jock" itch
animals:	tapeworms, round worms, ring worms (all can cause serious problems

BE ABLE TO TRACE THE INFECTIOUS DISEASE CYCLE

A. The infectious disease cycle can be traced as follows:



   1) the cycle can be broken at any point in order to stop the spread of the disease

BE ABLE TO DIFFERENTIATE BETWEEN ACUTE AND CHRONIC INFECTIONS

A. Infectious diseases are usually acute - they are fast developing, temporary conditions
   1) examples are colds and chicken pox

B. Chronic infections can be either a disease that causes damage over a long period of time or a disease that recurs frequently
   1) chronic diseases can be a lifelong problem
   2) examples are cold sore and syphilis (if left untreated)

BE ABLE TO DESCRIBE THE BODY'S DEFENSES AGAINST DISEASES

A. The body's defenses against disease are of three types

B. First line defenses include the following:
   1) the skin acts as a barrier to infections by blocking them
   2) the mucous membranes of the respiratory and digestive tracts trap many microorganisms that might enter the body
   3) vomiting and diarrhea are defenses the body uses to rid itself of irritants and poisons
   4) reflexes such as blinking, sneezing and coughing protect the body from various irritants

C. Second line defenses take over when pathogens enter the deeper parts of the body
   1) lymph nodes, part of the lymphatic system, filter pathogens from the body
   2) lymph nodes produce white blood cells which destroy pathogens

D. Third line defenses
   1) immune response - antibody production
   2) vaccination

BE ABLE TO EXPLAIN HOW ENVIRONMENT AND/OR HEREDITY CAN CAUSE NON-INFECTIOUS DISEASE

A. Hereditary diseases
   1) may be caused by gene mutations - examples: hemophilia, sickle cell anemia, muscular dystrophy

B. Environmental diseases
   1) may be caused by exposure to some type of harmful environmental factor
      a) birth defects may occur if a pregnant woman is exposed to German measles or polio during her pregnancy
      b) these types of diseases are not hereditary

BE ABLE TO GIVE EXAMPLES OF HOW GOOD HEALTH BEHAVIOR CAN PREVENT DISEASE

A. Good health behavior can help prevent diseases
   1) balanced diet
   2) exercise
   3) regular checkups
   4) reducing stress

Methods

- Invite guest speaker from the following agencies: Combined Health Services, American Cancer Society, March of Dimes
- A nurse from the County Health Department or school nurse might be helpful in speaking on disease prevention
- student activities:
  - list diseases students have experienced and discuss cures
  - list vaccinations received by students
  - make bulletin board of common diseases and their causes or a board on the infectious disease cycle
  - career in Health

Aids

- movies and handouts from above mentioned agencies
- handout of the infectious disease cycle

Evaluation

- End of unit quiz
- Student evaluation
- Teacher evaluation

Reference

Text - Chapters 14, 15

UNIT III CONSUMER HEALTH

Objectives

At the end of this unit the student will:

1) Prepare guidelines for choosing health products and services
2) Explain how labels of health care products aid in making intelligent choices
3) Explain how advertising influences health consumer choices
4) List the advantages and disadvantages of common over-the-counter drugs and safe uses of them
5) Describe the proper ways to select and use prescription drugs
6) List where specific health care services can be obtained

Outline

PREPARE GUIDELINES FOR CHOOSING HEALTH PRODUCTS AND SERVICES

A. Guidelines for choosing health products and services
   1) products
      a) evaluate need
      b) compare brands
      c) compare prices
   2) Services - check with the folloing for information
      a) professional health agencies (AMA, ADA, state and local medical and dental societies)
      b) voluntary health agencies (American Heart Association, American Cancer Society, American Lung Association)
      c) official health agencies (state and local Health Department, Food and Drup Administration)

EXPLAIN HOW LABELS OF HEALTH CARE PRODUCTS AID IN MAKING INTELLIGENT CHOICES

A. Product labeling
   1) drug labels
   2) cosmetic labels
   3) food labels

EXPLAIN HOW ADVERTISING INFLUENCES HEALTH CONSUMER CHOICES

A. Influences of advertising
   1) exaggerated claims (world's best)
   2) vague statements (faster than fast)
   3) unfinished comparison (costs less)
   4) claim of scientific backing (four out of five dentists)
   5) offer of reward (special savings)
   6) testimonial (I use it, why not you?)
   7) you will be left out (millions use it daily)
   8) flattery (aren't you worth it?)
   9) improved appearance (it's got sex appeal)

LIST THE ADVANTAGES AND DISADVANTAGES OF COMMON OVER-THE-COUNTER DRUGS AND SAFE USES OF THEM

A. Advantages and disadvantages of over-the-counter drugs
   1) pain relievers
   2) cold products
   3) sleep aids
   4) indigestion products
   5) laxatives

B. Safety guidelines
   1) use only occassionally
   2) read the labels and follow directions
   3) do not take more than one drug at a time without finding out if they can be combined
   4) stop using if side effects occur
   5) keep all drugs closed and out childrens reach

DESCRIBE THE PROPER WAYS TO SELECT AND USE PRESCRIPTION DRUGS

A. Selection and use of prescription drugs
   1) generics
   2) consult pharmacist
   3) using prescriptions of others
   4) reading labels
   5) refills

LIST WHERE SPECIFIC HEALTH CARE SERVICES CAN BE OBTAINED

A. Health care services
   1) medical specialists (see list page 92 of text)
   2) insurance
   3) clinics
   4) County Health Departments
   5) local hospital

Methods

- Many speakers are available on this topic: U.P. Health Systems Agency, local Health Insurance agents, local pharmacists, Public Health Department, any medical specialist
- Student activities:
  - prepare lists of medical services used by their families
  - bring in advertisements for health care products
  - examine over-the-counter drug labels
  - use Consumer Reports to compare products

Evaluation

- End of unit quiz
- Student evaluation
- Teacher evaluation

UNIT IV NUTRITION

Objectives

At the end of this unit the student will:
1) Be able to give examples of the Basic 4 Food groups
2) List sources of necessary nutrients and vitamins
3) Explain why nutritional needs vary among individuals
4) Be able to prepare a weekly food budget

Outline

BE ABLE TO GIVE EXAMPLES OF THE BASIC 4 FOOD GROUPS
- A. The Basic 4 Food groups
  - 1) bread/cereal group
  - 2) meat group
  - 3) milk group
  - 4) vegetable - fruit group

LIST SOURCES OF NECESSARY NUTRIENTS AND VITAMINS
- A. Necessary nutrients
  - 1) nutrients for energy
    - a) carbohydrates and fats
  - 2) nutrients for growth
    - a) protein
  - 3) regulatory nutrients
    - a) minerals
    - b) vitamins

EXPLAIN WHY NUTRITIONAL NEEDS VARY AMONG INDIVIDUALS
- A. Nutritional needs among individuals
  - 1) factors
    - a) age
    - b) activity
    - c) metabolism

BE ABLE TO PREPARE A WEEKLY FOOD BUDGET
- A. Weekly food budget
  - 1) examining labels
  - 2) unit pricing
  - 3) natural U.S. processed foods

Methods

- Speakers for this topic include: MSU Extension Service, Weight Watchers, NMU Department of Home Economics (Dr. Mahey Mowafy)
- Student activities:
  - prepare weekly food intake charts
  - field trip to local store to compare labels and prices
  - examine vitamin and nutrient charts in texts
  - use Values question from Health Education

Evaluation

- End of unit quiz
- Student evaluation
- Teacher evaluation

Reference

- Text, Teenage Body Book, Health Education: The Search for Values

UNIT V STRESS

Objectives

At the end of this unit the student will:
1) Be able to define stress
2) Compile a list of sources of stress
3) Give examples of harmful effects of stress
4) Be able to explain methods to help cope with stress
5) Explain adjustment techniques to stress
6) Be able to go through the problem solving technique step-by-step

Outline

BE ABLE TO DEFINE STRESS
- A. Stress
  - 1) caused by pleasant or unpleasant stimuli
  - 2) may include the ofllowing responses
    - a) adrenaline release
    - b) heart rate increase
    - c) pupils of the eye enlarge
    - d) body temperature increase
    - e) blood pressure rises
    - f) breathing rate increases
    - g) muscle strength increases
  - 3) stress causes by stimulus called a stressor
    - a) injury
    - b) test in school
    - c) any stimulus that causes a stress response

COMPILE A LIST OF SOURCES OF STRESS
- A. Sources of stress
  - 1) physical stressor (hunger, thirst, basic physical needs)
  - 2) social and mental stressors (acceptance, affection, self-respect, achievement
  - 3) change (any upset in normal daily pattern)

GIVE EXAMPLES OF HARMFUL EFFECTS OF STRESS
- A. Harmful effects of stress
  - 1) physical effects
    - a) ulcers, asthma, headaches, heartburn may all be caused by stress
    - b) medical experts claim as much as 70% of today's health problems may be stress linked
  - 2) mental effects
    - a) neurosis (phobias, obsessions, compulsions, hypochondria, hysteria)
    - b) personality disorders
    - c) psychosis
    - d) suicide

BE ABLE TO EXPLAIN METHODS TO HELP COPE WITH STRESS
- A. Coping with stress
  - 1) physical aids
    - a) adequate diet
    - b) exercise
    - c) sleep
    - d) relaxation
    - e) physical checkups

2) Social and mental aids to cope with stress
    a) learn the rules of new social situations
    b) think of others instead of yourself
    c) talk over your problems
    d) try to work at one task at a time
    e) improve communication skills
    f) learn to accept things you can't change

EXPLAIN ADJUSTMENT TECHNIQUES TO STRESS

A. Adjustment techniques
    1) egocentricity
    2) compensation
    3) fantasy
    4) projection
    5) rationalization
    6) regression
    7) identification
    8) sympathism
    9) withdrawal

BE ABLE TO GO THROUGH THE PROBLEM SOLVING TECHNIQUE STEP-BY-STEP

A. Problem solving
    1) define problem
    2) analyze the problem
    3) gather information about the problem
    4) study the results
    5) test the solution

Methods

- Possible speakers: Community Mental Health, Department of Social Services, school psychologist, Intermediate School District Project AIDE
- Student activities:
    - role play different stress situations
    - list every day stressors
    - make chart giving examples of stress adjustment techniques

Evaluation

- End of unit quiz
- Student evaluation
- Teacher evaluation

Reference

Text

UNIT VI RECREATION

Objectives

At the end of this unit the student will

1) Develop the ability to interact with others in a recreational setting
2) Learn new recreational activities which may carry over into adult life
3) Be given the opportunity to take part in strenuous physical activities
4) Realize and appreciate their physical well being

Outline

- Since the facilities at MASH are quite limited for many different types of recreational activities, the instructor will decide which activities are possible given the time of year. The activities listed below are ones which met with favorable student response in the past. These activiites were offered periodically throughout the semester with students having a choice of acitivities in which to pariticpate. It is suggested that certain guideline for behavior be developed before any type of activity is undertaken. Students should be appointed to take care of any equipment used for an activity.

Outdoor Activities: Broomball, volleyball, basketball, baseball, hiking, bicycling

Indoor Activities: any card or board games with an emphasis on learning new games

N.M.U. Recreation: Through the P.E. Department at NMU it is possible to have many activities set up with instructors. Activities include: weight training, skating, swimming, raquetball. These can be arranged for a nominal fee.

Evaluation

- End of semester student evaluation
- Teacher evaluation

UNIT VII AGING AND DYING

Objectives

At the end of this unit the student will:

1) Visit a nursing home or senior citizen housing complex
2) Visit a funeral home
3) Be able to list the problems faced by senior citizens in coping with everyday life
4) Explain how the body dies
5) Explain the psychological stages of dying
6) Discuss the controversies involved with the right to die

Outline

VISIT A NURSING HOME OR SENIOR CITIZEN HOUSING COMPLEX

A. Trip to nursing home

note: the nursing homes in the Marquette area have been very cooperative in granting field trips to thier facilities. Advanced discussion in class is critical in preparing for this trip and the funeral home trip. Students may set up interviews with senior or partake in activities such as card games. Senior may be invited into the classroom for discussions.

VISIT A FUNERAL HOME

A. Funeral home trip
   1) burial
   2) cremation
   3) body and organ donation
   4) the funeral
   5) restoration and embalming
   6) funeral and related costs

note: the people at Tonella's Funeral Home were very helpful and informative

BE ABLE TO LIST THE PROBLEMS FACED BY SENIOR CITIZENS IN COPING WITH EVERYDAY LIFE

A. Problems facing seniors
   1) housing
   2) illness
   3) income
   4) loneliness
   5) facing death

EXPLAIN HOW THE BODY DIES

A. How the body dies
   1) clinical death
   2) brain death
   3) biological and cellular death
   4) characteristics of death

EXPLAIN THE PSYCHOLOGICAL STAGES OF DYING

A. The psychological stages of dying (grief cycle)
   1) denial (not me)
   2) anger (why me)
   3) bargaining (if only)
   4) depression (leave me alone)
   5) acceptance

DISCUSS THE CONTROVERSIES INVOLVED WITH THE RIGHT TO DIE

A. Controversies with the right to die
  1) euthanasia
  2) living wills
  3) hospices
  4) suicide

Methods

- We found the field trips rewarding and critical to this unit
- Speakers from senior homes, funeral homes, nursing homes may be invited into class before the field trips
- Student activities:
  - make out a living will
  - discuss feelings when loved ones died
  - answer Steve's Letter in Death and Dying Booklet
  - suicide and other right to die issues are good discussion topics
  - careers in Health

Reference

Coping with Death and Dying, Russell, Purdy

Evaluation:

- End of Unit quiz
- Teacher evaluation
- Student evaluation

UNIT VIII PERSONAL HEALTH PRACTICES

Objectives

At the end of this unit the student will:

1) Be able to explain the importance of exercise, fatigue and sleep to good health
2) Give examples of proper skin and hair care
3) Explain the proper care for the eyes, ears and teeth

Outline

BE ABLE TO EXPLAIN THE IMPORTANCE OF EXERCISE, FATIGUE AND SLEEP TO GOOD HEALTH

- A. Exercise
  - 1) benefits of physical activity
  - 2) becoming physically fit
  - 3) exercise programs
- B. Fatigue
  - 1) physical fatigue
  - 2) fatigue due to illness
  - 3) emotional fatigue
- C. Sleep
  - 1) stages of sleep
  - 2) the need for sleep and dreams

GIVE EXAMPLES OF PROPER SKIN AND HAIR CARE

- A. Skin
  - 1) dry and oily skin
  - 2) acne
  - 3) body odor
  - 4) effects of sunlight on skin
- B. Hair
  - 1) oily and dry hair
  - 2) dandruff
  - 3) hair removal

EXPLAIN THE PROPER CARE FOR THE EYES, EARS AND TEETH

- A. Eeyes
  - 1) how we see
  - 2) common vision problems
  - 3) diseases of the eyes
  - 4) preventative care of the eyes
- B. Ears
  - 1) how we hear
  - 2) conductive deafness and prevention
  - 3) perceptive deafness and prevention
- C. Teeth
  - 1) structure of teeth
  - 2) tooth decay
  - 3) dental diseases
  - 4) preventative dental care

Methods

- Many speakers are available on this topic including: dentists or dental hygienists, optometrists or opthamologists, instructors from the Beauty Academy, NMU Physical Education Department
- Student activities:
  - have students prepare exercise diaries for a week

- obtain advertisements for skin and hair care items. Try to compare products using Consumer Reports
- prepare bulletin boards on the structure and function of the eyes, ears or teeth

Reference
Text

Evaluation
- End of unit quiz
- Student evaluation
- Teacher evaluation

UNIT IX FIRST AID AND SAFETY

Objectives

At the end of this unit the student will:

1) Be able to list factors contributing to accidents
2) Be able to describe procedures designed to reduce the risk of accidents
3) Develop a plan for first aid actions in case of medical emergencies
4) Be able to perform basic first aid procedures
5) Be familiarized with local agencies that provide first aid safety training and services

Outline

BE ABLE TO LIST FACTORS CONTRIBUTING TO ACCIDENTS

- A. Factors contributing to accidents
  1) carelessness
  2) wanting to appear "brave" to others
  3) unwillingness to admit that danger exists in a certain situation
  4) present physical or emotional condition
  5) various environmental conditions
     a) weather
  6) ignorance of an activity and its inherent risks

BE ABLE TO DESCRIBE PROCEDURES DESIGNED TO REDUCE THE RISK OF ACCIDENTS

- A. Reducing risks
  1) follow the basic safety rules for everyday activities
     a) bicycle safety
     b) motor vehicle safety
     c) water safety
     d) hunting safety
- B. Safety at home
  1) poisoning
  2) firearms
  3) fires
  4) falls
  5) suffocation

DEVELOP A PLAN FOR FIRST AID ACTIONS IN CASE OF MEDICAL EMERGENCIES

- A. Planning first aid actions in medical emergencies
  1) L.I.F.E. method for reporting accidents
     a) location
     b) injuries
     c) first aid given
     d) equipment needed

BE ABLE TO PERFORM BASIC FIRST AID PROCEDURES

- A. First aid procedures
  1) methods to relieve choking
  2) artificial respiration
  3) cardio-pulmonary resusitation
  4) stopping bleeding
  5) poisons
  6) shock

BE FAMILIARIZED WITH LOCAL AGENCIES THAT PROVIDE FIRST AID OR SAFETY TRAINING AND SERVICES

A. Local safety and first aid related agencies
   1) Marquette General Hospital
      a) Poison Control Center
      b) Emergency Medical Services
   2) Combined Health Services
      a) CPR training and films
   3) American Red Cross
      a) all first aid training and films
      b) water safety training
   4) local Fire and Police departments
   5) Department of Natural Resources
      a) hunting safety
   6) U.S. Coast Guard or Coast Guard Auxilliary
      a) water and boating safety

Methods

- Many guest speakers are available for this unit from the above mentioned agencies (if not speakers, many of the agencies have excellent films relating to their subject matter)
- Student activities:
  - prepare lists of daily activities and the risks that are involved
  - prepare home phone emergency list with numbers for police, fire, EMS, etc.
  - obtain human models for practice of first aid procedures

Reference

Text

Red Cross First Aid Manual

Evaluation

- End of unit quiz
- Student evaluation
- Teacher evaluation

UNIT X SUBSTANCE ABUSE

Objectives

At the end of this unit the student will:

1) Be able to explain the effects of tobacco on the body
2) Be able to explain the effects of alcohol on the body
3) List reasons why people drink
4) Explain the effects of commonly abused drugs
5) List alternatives to drug use

Outline

BE ABLE TO EXPLAIN THE EFFECTS OF TOBACCO ON THE BODY

A. Tobacco
   1) contents
   2) immediate effects of smoking
   3) long term effects of smoking
   4) diseases of the heart and blood vessels
   5) diseases of the lungs
   6) starting, continuing, and quitting smoking

BE ABLE TO EXPLAIN THE EFFECTS OF ALCOHOL ON THE BODY

A. Effects of alcohol
   1) alcohol in the body - physiology
   2) immediate effects of drinking
   3) long term effects of drinking
   4) drinking and driving

LIST REASONS WHY PEOPLE DRINK

A. Reasons for drinking
   1) history of drinking
   2) alcoholism
   3) affects on drinking behavior

EXPLAIN THE EFFECTS OF COMMONLY ABUSED DRUGS

A. Commonly abused drugs
   1) stimulants
   2) depressants
   3) narcotics
   4) halucinogens

LIST ALTERNATIVES TO DRUG USE

. Alternatives to taking drugs
   1) strenuous activity
   2) relaxation response
   3) positive addications

Methods

- Many speakers are available on this topic: Substance Abuse unit of Marquette General Hospital, Dr. Larry Braak, Mr. Tom Manson, Substance Abuse, Intermediate School District, Project AIDE, Mr. Steve Platt, NMU
- Student activities:
  - list substances which are commonly abused by students
  - role play on reasons for drug abuse
  - discuss attitudes toward use and non-use of substances

Methods (continued)

- Refer to the Substance Abuse Unit of the LIFE Sequence for a complete packet of activities including:
    - **Values Survey summary**
    - **Family Selection Game**
    - **Global Values exercises**
    - **Case Studies**

Evaluation

- End of Unit Quiz
- Student Evaluation
- Teacher Evaluation

Reference

Text
LIFE Sequence
Health Education: The Search for Values

UNIT XI GROWTH AND DEVELOPMENT/SEXUALITY

Objectives

At the end of this unit the student will:

1) Explain the growth process
2) List factors that affect growth and development
3) Chart growth patterns during adolescence
4) Be able to explain the importance of sex roles and responsibilities
5) Have reviewed the human reproductive systems
6) Be able to explain the steps of conception, pregnancy and child birth
7) Discuss different varieties of sexual behavior
8) Discuss sexually transmitted diseases
9) Be able to explain various methods of contraception and sterilization

Outline

EXPLAIN THE GROWTH PROCESS

A. The human growth process
   1) cells, tissues, and organs

LIST FACTORS THAT AFFECT GROWTH AND DEVELOPMENT

A. Factors that affect growth and development
   1) heredity
   2) horomones
   3) environment

CHART GROWTH PATTERNS DURING ADOLESCENCE

A. Growth patterns during adolescence
   1) the growth psurt
   2) physical growth
   3) social and emotional growth

BE ABLE TO EXPLAIN THE IMPORTANCE OF SEX ROLES AND RESPONSIBILITIES

A. Sex roles and responsibilities
   1) humans: sexual beings
   2) sex role stereotypes
   3) choosing your own role
   4) sexual responsibilities

HAVE REVIEWED THE HUMAN REPRODUCTIVE SYSTEMS

A. Human reproductive systems
   1) female
      a) internal organs
      b) external organs
      c) menstruation
   2) male
      a) internal organs
      b) external organs
      c) nocturnal emissions

BE ABLE TO EXPLAIN THE STEPS OF CONCEPTION, PREGNANCY AND CHILDBIRTH

A. Conception
   1) fertilization
   2) heredity

- B. Pregnancy
    - 1) 1st trimester
    - 2) 2nd trimester
    - 3) 3rd trimester
    - 4) prenatal care
- C. Childbirth
    - 1) 3 stages of labor
    - 2) multiple births
    - 3) birth complications
    - 4) birth defects

DISCUSS DIFFERENT VARIETIES OF SEXUAL BEHAVIOR

- A. Varities of sexual behavior
    - 1) masturbation
    - 2) homosexuality
    - 3) transvestism and transsexualism
    - 4) prostitution
    - 5) rape
    - 6) pornography

DISCUSS SEXUALLY TRANSMITTED DISEASES

- A. Sexually transmitted diseases
    - 1) gonorrhea
        - a) cause and spread
        - b) symptoms and complications
        - c) treatment
    - 2)syphilis
        - a) cause and spread
        - b) four stages of syphilis
        - c) treatment
    - 3) other sexually transmitted diseases
        - a) Herpes simplex
        - b) pediculosis pubis (crabs)
        - c) dandidiasis (yeast infection)

BE ABLE TO EXPLAIN VARIOUS METHODS OF CONTRACEPTION AND STERILIZATION

- A. Contraception
    - 1) withdrawal
    - 2) rhythm method
    - 3) spermicide
    - 4) condom
    - 5) diaphram
    - 6) intrauterine device
    - 7) oral contraceptive
- B. Sterilization
    - 1) tubal sterilization
    - 2) vasectomy

Methods

- Speakers: U.P. Clinic, Dr. Allan Olson, Dr. Harvey Wallace, NMU, Health Education, Planned Parenthood, March of Dimes, Public Health Nurse
- Student Activities:
    - (The Sex Education Unit of the LIFE Sequence contains a complete packet of student activities)
    - role play parent/child situations regarding sexuality
    - bulletin boards of reproductive systems or contraceptive devices
    - have students write down questions regarding sexuality and answer them as a group or with a visiting speaker
    - Values Questions from Health Education

Evaluation

- End of Unit Quiz
- Teacher evaluation
- Student evaluation

Reference

Text
LIFE Sequence
Understanding Your Sexuality, Purdy, Kendziorski
Health Education: The Search for Values

Outline for Proposed IV-C Curriculum Project
U.S. History

This curriculum "guide" for U.S. History is being organized with the understandings that planning is essential for effective instruction, a good teacher practices what she preaches, and impermanance is as much a part of the curriculum as it is of the human existence. In my search to discover how to cause adolecents with the questions of who they are and where they may be going, I have concluded that the study of American History is indispensable for an understanding of events in a time continuum and a social context. (London p. 185) A popular idea, no longer as widely accepted as in the past, once prevailed that by knowing our past, we could presumably improve our present and therefore enhance our future. One has only to look at the recurrence of world conflicts or the energy crisis to question that notion; however, this does not mean that all of us start out from square one. Education generally and the social studies area specifically are logical areas where soon-to-be adults should be encouraged to examine and re-examine their attutudes and behaviors so that their decisions, of beliefs and actions are the result of knowledge gained through a wide application of acquired skills. The maturation process, itself, sometimes produces successful adults (living long enough often does wonders in modifying behaviors and attitudes); but, decisions made by adolescents (who haven't had sufficient experience) often drastically affect their futures (which is a supreme reason for the social studies teacher to consistently provide students with a variety of experiences from which they learn the cognitive and affective skills of cooperative living, and from which they can realize their strengths and weaknesses as individuals.) Best of all, they may thus become active participants in their own destinies--not passive observers or receivers of someone else's decisions.

A prevalent theme in the literature suggests that changes are needed in the teaching of social studies. Two reasons, often stated, are that increased changes in technology and the urgency of social problems. No sane person suggests that these problems don't exist, but I submit that they are not particularly new. Change of any nature has always been regarded as "too" rapid (especially by the establishment), and profound social problems have always been a part of the human milieu. These two cited reasons cause concern, perhaps, because in recent times they have been more thoroughly recorded, analyzed, and reported than ever before. As a consequence, we constantly bombarded by reminders of the human condition at all levels of our social and political structures. "The tempo of change varies with cultures and periods of history." (Kenworthy p. 56). The current view that we must prepare today's students for continued rapid technological change might be questioned, especially when we consider the near future of non-renewable natural resources. Even social change may be affected by that consideration along with population growth.

A better reason for reviewing how social studies are taught and how/if changes should be made might be to re-consider classroom materials, experiences, and support activities that appeal to the teen-ager, but which do not ignore carefully selected goals and objectives of a thoughtfully conceived course of study which stresses examining attutudes, gaining knowledge, enhancing the human condition--conjugated in all three tenses, past, present and future, where applicable. One area that I believe has been ignored, or at least not been given the attention it should have been, is that of planning of activities for the social studies classroom wherein ideas can be tested, new roles, new beliefs, new concepts of reality can be tried on without being totally committed to them; and, where prejudices can be explored without fear of ridicule. (Ehman p. 55) Our classrooms can be 'cool' settings for 'hot' issues where as on the outside commitment and compliance are expected. We can provide the setting, a neutral place, that is not available elsewhere. (Ehman p. 68) This does not mean that all opinions are valid (as students are inclined to propose) but that validity comes from research, analysis and evidence--three skills we should be constantly stressing in our social studies programs.

An over-riding concern that leads me to believe we 'owe' it to students to aid them in probing, questioning, analyzing, etc. is not only that it will make them better decision-makers, but that it will give them the necessary confidence to deal with problems. The very fact that the solutions to social problems are often complex or long term, causes many adolescents (and quite a few adults) to turn away from rather than confront those problems. Conceivably, no solution may be possible, but that should not deter an attempt. The students I work with are in great need for they have a multiplicity of problems to deal with. They are enrolled in a small, rural, alternative high school because they did not meet with success (often because of their social behavior) in the large high school in the same town. Compounding their academic failures, they also have had brushes with the law, are on the low end of the economic ladder, and suffer from a real and sensed geographic isolation. For purposes of planning, they could be labeled "disadvantaged" so that much of the professional advice about appropriate textbooks for a homogeneous class of thirty in a required history high school class, or the pros and cons of chronological vs. topical approaches is not particularly relevant. My highest priority is to motivate students (who vary in ages and entry dates) to keep thenselves alive academically to ensure viable options. (London p. 43) What the student learns in my classroom must help him/her make choices as a learner, a worker, a citizen, and as a human being.

Over the years I have developed several sets of goals and objectives and some I continue to keep because of their basic qualities. Some are lofty: all are long range, especially the educational goals which include selected generalizations from the entire area of Social Studies based on objectives which can be stated in human behaviorl terms and are applicable for U.S. History and Government classes:

1. To help students to develop modes of inquiry and substantive understandings which will help them think more critically and creatively about the world in which they live.
2. To help students attain an identification with and an attachment to the

ideals and values that guide citizens' lives in a democratic society.

3. To enable students to anticipate and seek to shape changes that will contribute to the advancement of their way of life within the democratic framework of rights and responsibilities.
4. To help students to understand that some concerns/problems in our society are not readily solvable although solutions must be attempted and/or steadfastly sought. (This is particularly important when working with students of certain ages and backgrounds who have not met with frequent success when dealing with personal problems, individually or collectively.)

In order to implement these educational goals, certain fundamental principles are stressed with the social studies classes:

1. History is a process (as are other disciplines) and we are the prime motivating force in this process.
2. The study of the individual and society, past and present, greatly aids the capacity of each of us to make positive, responsible and meaningful contributions in the social, political, economic and moral areas.
3. By making responsible and constructive contributions to society, rather than irresponsible and destructive actions, we all promote our own security and well-being as well as society at large.
4. Contributions to ourselves and society require decision-making.
5. Decisions require evidence, imagination, courage, etc.
6. Decisions, to be effective, must be followed by constructive and responsible actions/behavior.

* * * * * * * * * * * * * * *

A category of objectives, general in nature, required to transmit the knowledge and understandings from the social studies classes into patterns and attitudes of behavior, includes certain skills that are necessary so that students can use that knowledge and understanding--for societal as well as individual benefit. The skills are measured within the classroom environment by frequent written and oral tests, written and oral reports (formal and informal), and group discussion. Posters, models and related products can also be used to indicate understandings along with community resources outside of the classroom. For example:

1. The ability to extract information from reading, lectures, group discussions, and audio-visual presentations.
2. The ability to think, or to provide organization--relate and give personal meaning to information from different disciplines/resources.
3. The ability to define social, economic, and political issues and to analyze the issues in a critical manner, comprehending the dimensions and relations to one another.
4. The ability to gather evidence necessary for making decisions.
5. The ability to separate fact from opinion and to assign each to its proper role in the making of decisions.
6. The ability to make effective and responsible decisions.

Included in each of these skill areas is the underlying quality of judgement--the ability to recognize when the end product may not measure up to the required task and another attempt must be made to meet with success. This judgement is most often made at the behest of and in cooperation with the teacher.

Inherent in any social studies curriculum are certain standards and convictions which are difficult, if not impossible, to measure--but essential within the classroom environment:

1. The dignity of the individual.
2. The richness of our democratic society because of cultural diversity.

3. Respect for others who are different.
4. Education/knowledge as a necessity in the pursuit of human and social happiness.
5. Awareness of our relationships with other people as individuals and as members of a community.

The above stated goals, objectives, standards, convictions, etc. are general enough to be applicable to many groups of students of social studies in a variety of schools--not too suprising in that teachers in this subject field probably share common concerns. How the teacher works towards these goals and accomplishes the objectives is dependent on the teacher, the students, the school and the community. As Fenton states, there are social sciences, but there is yet no such thing as a social science--just a set of basic principles, guidelines, perhaps. (p. 502)

This year, as I review my plans for my social studies class (U.S. History) with the frequent reminder that adolescents have particular needs (e.g. they are at a stage of turning inward, and therefore must have a psychological component present in their instruction to ensure that their process of learning includes personal meaning.) (Sleeper p. 92) I have decided to work at improving the course of study already in place which has emphasized investigating our history topically rather than chronologically and has stressed those skills necessary for gathering evidence, analyzing, organizing, and making defensible decisions.

One of my constant concerns in a largely individualized instructional set-up is improving class discussions of issues based on individual reading and research, not only to give the students a sense of community, but also to give them the opportunity to try out their beliefs, defend their prejudices, and test their knowledge. Using a range of materials for information, and a series of immediate and future conflict situations as motivators, I hope to induce students to utilize social processes, and to make social predictions and decisions that will lead them to discover that conflicts might be kept within reasonable bounds. (Fenton p. 112) I am also reconcisering ho I can increase opportunities for the poor and non-reader to learn content and concepts, and how to expand familiar social realtionships into more esoteric areas.

Controversial issues that I am contemplating for the coming school year include:

1. Should the government control our social behavior?
    a. Should the use of marijuana be decriminalized?
    b. Should the state of Michigan change the legal drinking age?
2. Why do we have discrimination in a democracy?
3. Should Indian tribes take back the land they once occupied?
4. Could we get along without a government?
5. Will Americans do anything to achieve success?
6. Should we expect politicians to be more honest than we are?
7. Should America continue to give political/social asylum to everyone?
8. What causes people to move or migrate?

Here is an example of how I might develop one of these controversial issues? What causes people to move/migrate--leaving a former home for a new one with the real possibility of never returning to the former home? (Concept)

Relevance (personal meaning) is extremely important, and because the population in our area is as mobile as the rest of the United States (because of economic needs), I might introduce the subject by having the students consider friends, family--they know that have moved in or out of our region and why those moves have occured, brainstorming as many reasons as possible in a fifteen minute time space. After the class has reached a plateau and no more suggestions are forthcoming, I would begin asking questions that would require them to attempt to move from the present to the past--to begin the process of comparing and contrasting population movement with past migrations. (Objective) This part of the unit, the learning activity which follows the introductory activity, will require a series of support materials that will allow dissemination of common information for class discussions and common understandings. Included might be:

1. A mimeographed excerpt from a history text.
2. A study guide so that the objectives are carefully spelled out.
3. Pictures, a movie, etc. which illustrate/amplify the concept.
4. A member of the community that has recently arrived from another country.
5. Work sheets from a source such as Scholastic Social Studies Skills which we use to practice 'critical thinking'.

Because I schedule these units to take place over a week's time, but not using all five periods within that week, I would not use all of the support materials for each unit. In each unit, however, I would include and stress the main historical time period I think is important—either with shelf-paper time lines, or some other individually mimeographed time chart to re-inforce the time concept. The precise date has no great significance, but sequential understandings provide another way to view changes in social/political changes in attitudes and behaviors. This particular study guide would require students to discover and bring back to the scheduled class discussion, examples of past migrations from whichever texts they are reading. It is expected that the variety of examples will allow for comparison.. Poor and non-readers will receive assistance from peers and the teacher.

Following the class discussion, a short quiz would be devised by taking several examples from those brought to class or the excerpt distributed along with the study guide. Questions would be speciafically directed at cause and effect, basic understandings of comparative/contrasting analysis, and would also include placing the migrations in a time reference. Depending on the pupil's skills, the test could be written or oral. I would expect success in the 50 to 70% range. The next study unit would begin with a review of understandings gained from the prior unit to lead into considering a topic such as--cultural clash, Can newcomers learn to live in peace with an established society? Once again, I suspect I would start with the students' present views—they have strong opinions on their places in the established society! It would be beneficial to examine those attitudes.

This course of study is not greatly different from what I have used in the past two years, except in one aspect—structure. I have tended to be quite informal and relaxed ("laid back" in the students' jargon), permitting each student to proceed at his own rate with class discussions evolving out of concerns that surfaced from their individual readings and/or news items. Whenever possible, glibness was discouraged, fact separated from opinion, attitudes examined--but, the structure was not always determined beforehand. After my recent reading, I have decided to 'tighten up' these class discussions. London suggests that it is essential for disadvantaged students to have many opportunities to see a real relationship between school and living--that real problems selected for study ought to coorelate with the interests of the students. This process is to be managed by the teacher and follow an instructional sequence. I believe I have sometimes done this in the past, but would like to improve the opportunities along with increasing the skills necessary for solving (or attempting to solve) social problems that students face in their everyday living.

Another source (Sistrunk p. 162) agrees with London that materials must be very relevant for disadvantaged students, and goes on to suggest that a relaxed atmosphere will not work, for these students do not know how to operate in a situation in which they must make many decisions for themselves. Intensive guidance and supervision are needed. Further, present fulfillment rather than delayed gratification is necessary so it is important that classroom tasks be completed each day. Consequently, I plan to have more structured learning activities to see if I can improve the learning environment. This does not mean that I plan on becoming a figure of authority, but it may mean that independent study, differentiated assignments, inquiry methods and other means of individualizing study will become more effective for the students' benefit.

TEACHING MATERIALS, SUGGESTED ACTIVITIES--SOCIAL STUDIES

Textbooks--range of four skill levels
Classroom library--separate copies of books (including picture essays)
Folders prepared by teacher--articles from likely sources, political cartoon, graphs, charts, etc. structured to fit a variety of reading and interest levels--requiring basic skills of locating main ideas, extrapolating information, comparing ideas, making inferences, etc.
A variety of magazines:
  Scholastic Search--enough for a large group
  Time--a few for better readers
  Newsweek
  Illustrated American History
  Natural History
  Popular Science
  The Mother Earth News
  Saturday Review
Posters, Large pictures
Advertisements
Movies, film strips, overhead projector, tape casette recorder, phonograph
Work sheets--group and individual
Study guides
Diagrams, charts, graphs, comic strips, maps
Games, simulations
Socio-grams
Role playing
Newspapers
Poetry, music, literature, prints, three-dimensional art work
Artifacts

Public Library
Historical Museum
Television programs
Field trips
Community resource people--lectures, demonstrations, oral history

Team teaching
Group research and presentations by students
Art work opportunities for students--outside resource person.
Individually designed time lines/charts.

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SLEEPER, MARTIN E. "A Developmental Framework for History Education in Adolescence." School Review. Vol. 84 (November 1975).

WESLEY, EDGAR B. and STANLEY P. WRONSKI. Teaching Social Studies in High Schools. Boston: D.C. Heath and Co. 1964.

Assorted Teachers' Guides for Textbooks

Newspapers

Magazines - Professional and Otherwise

RATIONALE

This course, planned for one semester of eighteen weeks, is designed for those high school students who have little or no awareness of the various disciplines within the field of the social sciences except for the traditional History and Geography courses. Serving as an introduction to the less traditional fields, this course will focus on the behavorial sciences of Anthropology, Sociology, and Psychology: units on Economics, Political Science, and Local History will also be included along with a brief Geography study. This format also provides units on how to think and study, using many of the methods of social scientists, and the concluding unit stresses the Future—individual's and the world's.

Within each unit of study as well as the overall course concern, stress will be placed not only on subject material, but on concepts and skills that are inherent in the academic environment generally and the social sciences specifically.

Marilyn Gorski June 1981
Social Studies Teacher
Marquette Alternative Senior HS

COURSE TITLE: Introduction to the Social Sciences

XX REQUIRED COURSE
____ ELECTIVE COURSE
1/2 CREDITS
XX PRETEST/POSTTEST

____ QUARTER COURSE
XX SEMESTER COURSE
____ YEAR COURSE
____ PREREQUISITE

MAJOR DEPARTMENT: Social Studies

GENERAL EDUCATION GOALS:

1. To provide opportunities to develop creative and critical thinking skills which will allow the student to act independently, responsibly, and effectively.
2. To provide opportunities for developing and understanding of cultures and customs, and to participate responsibly in the social, economic, and political spheres.
3. T demonstrate how world affairs relate to local events—how the future evolves from the past.
4. To utilize methods of inquiry and research employed by social scientists.
5.

	UNITS:	DURATION:
1.	Thinking/Study Skills	3 weeks
2.	Behavioral Sciences - Anthropology	2 weeks
3.	Sociology	2 weeks
4.	Psychology	2 weeks
5.	Geography	1½ weeks
6.	Local History	2 weeks
7.	Political Science	1½ weeks
8.	Economics	2 weeks
9.	Future	2 weeks
10.		

TEXTS AND RESOURCE MATERIALS:

Introduction to the Social Studies (text); NEWSWEEK magazine; The Future: Can We Shape It? (text); Critical Thinking worksheets and transparencies; Current media (newspapers, newsmagazines, television and radio programs, collections of readings, filmstrips, movies), sometimes combined into lesson packets.
The Coping With Series.

UNIT TITLE: Thinking/Study Skills

UNIT OBJECTIVES:

1. to demonstrate an understanding of several methods of reasoning.

2. To acquire skills in gathering, analyzing, synthesizing and presenting data.

3. To value and be able to apply divergent and 'intuitive' thinking.

4. To analyze personal study habits and explore ways for improvement.

5. To identify, define common vocabulary used in these skill areas.

UNIT OUTLINE:

1. Small group activities: Experiments on perception.

2. Readings: Text, and support material relevant to subject.

3. Class activity: Discussion following practice identification of reasoning methods.

4. Lesson Packet: 3 assignments

5. Movie: "Thinking ??? Machines.

6. Small Group Activities: Experiments for Improving Memory/Study Habits

7. Lesson Packet: 4 assignments

8. Individual Assignment: Produce Short Paper using skills appropriate for

9. individual level of production and reflecting material covered in unit.

10. Quiz based on objectives, material from text, vocabulary.

DELIVERY SYSTEM: Prepared lesson packets; small group activities; teacher presentations.

EVALUATION SYSTEM: Daily class involvment; Final assignment

MEDIA RESOURCES: Film: Thinking ??? Machines (15 min.); Simulations, games which are based on memory, memory aids.

TEACHER SUGGESTIONS: Experiments should be carefully chosen so that more than mere trickery is presented. Lesson packets should be varied enough to allow for individual differences, thorough enough to be used by students (who have been absent) with a minimum of teacher explanation.

Life Role Competencies
I-3, II-3, III-11, IV- 11, 12.

Raulyn Groski
Marquette Alternative Senior HS

UNIT TITLE: Behavorial Sciences (Anthropology, Sociology, Psychology)

UNIT OBJECTIVES:

1. To acquire a basic understanding of some of the concepts from the field of behavorial science.
2. To compare and contrast popular theories from the areas of anthropology, sociology and psychology.
3. To examine and explore several methods of human cooperation and confrontation
4. To demonstrate how future cultures evolve from past cultures.
5. To identify and define basic vocabulary from the three disciplines

UNIT OUTLINE:

1. Guest Speakers: STudents (majors) from NMU from the Departments of Sociology
2. and Psychology; Dr. Moore, local practicing psychologist; Marla Buckmaster,
3. Professor of Anthropology, etc.
4. Activities: Experiments with Heredity/Environment, Creativity, ESP, Etc.
5. Readings; Text and relevant support material from available sources.
6. Movie: Shooting Gallery Called America (2 part- 52 min.)
7. Lesson Packet: Groups, Values, Body Language3 assignments
8. Field Trip: Historical Museum
9. Activity: "Archeological Dig" - A look at culture (Shiras Park)
10. Evaluation: Quiz based on unit objectives

DELIVERY SYSTEM: Guest speakers; lesson packets; material for experiments.

EVALUATION SYSTEM: Daily class involvement; quiz

MEDIA RESOURCES: Film: Shooting Gallery Called America; Appropriate television programs.

TEACHER SUGGESTIONS: 'Archeological dig' should be timed with anthropological presentation; Guest speakers should be chosen carefully so that the discipline they represent finds a receptive audience.

Life Role Competencies
Anthropology III-1, 12 II- 10.
Sociology II- 1, III- 2,3,6,12, IV- 9, 12.
Psychology III-4, 8, IV- 10.

Marilyn Koski
Marquette Alternative Senior HS

UNIT TITLE: Geography

UNIT OBJECTIVES:

1. To assist the student in making a map with an appropriate key.
2. To demonstrate ~~the~~ ability to get information from graphs, tables, and charts
3. To interpret existing maps with a variety of keys in textbooks, newspapers, etc.
4. To identify common terminology from this discipline.
5.

UNIT OUTLINE:

1. Reading: Text, and support material.
2. Lesson packet: maps, worksheets, systems 2 assignments.
3. Activity: Research, and design individual map or graph or table or chart.
4. Use skills from this unit and past units with stress on creative use
5. of materials, subject matter.
6. Evaluation: Quiz based on objectives; success of individual project.
7.
8.
9.
10.

DELIVERY SYSTEM: Lesson packet; individual project; teacher presentations.

EVALUATION SYSTEM: Quiz; project.

MEDIA RESOURCES: If needed film on topographical subject: Story of a Mountain (Eternal Change) 12 minutes.

TEACHER SUGGESTIONS: Variety of materials to be gathered by teacher and students for projects; Bulletin board space or other display area suitable for projects when completed.

Life Role Competencies
III-12, IV- 7.

Raelyn Gorski
Marquette Alternative Senior HS

UNIT TITLE: Local History

UNIT OBJECTIVES:

1. To demonstrate relevant research skills used in the historical inquiry proces

2. To produce an original historical account of a local landmark/person

3. To develop an understanding of how the past determines the future.

4. To identify and use the vocabulary of the discipline.

5.

UNIT OUTLINE:

1. Field Trips: Local cemeteries (active and abandoned).

2. Historical Landmarks (Buildings, statues, etc.)

3. Reading: Text and support materials.

4. Lesson Packets: 4 assignments- Time lines, Evidence, Facts and Opinions,

5. Interpretations (Inference).

6. Discussion: Use of oral History as a means of historical inquiry.

7. Guest Speakers: Historical Society employees

8. NMU History Professors/ students

9. Community Resource People

10. Small group/ Individual Activity: Research, writing time for brief historical accounts to be combined into a group project.

DELIVERY SYSTEM: Lesson packets; field trips; guest speakers.

EVALUATION SYSTEM: Quiz based on unit objectives, material from text and resource people; results of project.

MEDIA RESOURCES: Photographs, artifacts.

TEACHER SUGGESTIONS: Small group and individual project efforts should be carefully monitored so that a large percentage of success can be attained; This activity might be successfully team taught with English instructor, sharing skill and knowledge area.

Life Role Competencies
II- 10, III- 2, 6, 12.

Marilyn [illegible]
Marquette Alternative Senior HS

UNIT TITLE: Political Science

UNIT OBJECTIVES:

1. To acquaint students with characteristics of major contemporary forms of government.
2. To develop awareness of importance of compromise at different governmental levels.
3. To develop an understanding of how popular involvement affects legislation.
4. To identify and understand the common vocabulary of this discipline.
5.

UNIT OUTLINE:

1. Reading: Text and relevant support material from current sources.
2. Guest Speakers: NMU Political Science students
3. Local politicians at municipal and county levels.
4. Lesson Packets: 3 assignments (Petitions, Priorities, voting Process).
5. Activity: From classroom material along with outside sources, students
6. will accumulate individual examples of how special interests, individual
7. citizens, media sources, etc. affect the legislative process.
8. Discussion: Based on above activity.
9.
10.

DELIVERY SYSTEM: Lesson packets; guest speakers; teacher presentation.

EVALUATION SYSTEM: quiz based on objectives, text material; success of activity.

MEDIA RESOURCES: Newspapers/ news magazines; television news programs

TEACHER SUGGESTIONS: Teacher should make a special effort to encourage students to be objectively critical--separate fact from fiction when discussing politics--avoid glibness.

Life Role Competencies
I-4, II-5, III-9, IV-14.

Marilyn Gorski
Marquette Alternative Senior HS

UNIT TITLE: Economics

UNIT OBJECTIVES:

1. To acquaint students with the basic concepts of Economics.
2. To understand the concept of scarcity and how that relates to economic decisions, choices.
3. To identify and understand the factors of production and their relationships.
4. To become aware of the main types of economies.
5. To explore the uses and forms of money and credit.

UNIT OUTLINE:

1. Reading: Text and relevant support material.
2. Guest Speakers: Local business persons (Young/beginner)
(Established/sucessful)
3.
4. Activity: Introduce or take over a school related business venture. (Food/pop vending machine, perhaps)
5. Prototype of a small business with tasks shared for individual responsibility.
6. ~~Movie:Clothing, A Pair of Blue Jeans(13 min.)~~
7. Lesson Packets: 3 assignments Money (Laws, Mint, Design, etc.)
8. Movie: World without Money (14 min.) credit
9. Activity: Student survey of family, friends, etc. who have attempted to establish own business--report to class.
10. Simulations/Games: Monopoly, etc.

DELIVERY SYSTEM: Lesson Packets; Guest Speakers; Teacher presentations.

EVALUATION SYSTEM: Quiz based on objectives, material from texts, success of activities.

MEDIA RESOURCES: Films: Clothing, A Pair of Blue Jeans and World without Mone; Television documentaries.

TEACHER SUGGESTIONS: Guest speakers should be chosen with practical, realistic backgrounds. A car loan officer might be appropriate. Unusual venture might serve as a catalyst for class involvement.

Life Role Competencies
II-4, IV-13, III-12, IV-7.

Marilyn Gorske
Marquette Alternative Senior HS

UNIT TITLE: The Future

UNIT OBJECTIVES:

1. To examine personal feelings/ attitudes about stages in human life.
2. To identify and begin to use some of the methods used in studying possible futures.
3. To develop individual scenarios .
4. To define and use some of the common vocabulary in this unit.
5. To develop an awareness of the uses of renewable and non-renewable resources.

UNIT OUTLINE:

1. Readings: Text and support material.
2. Lesson Packets: 4 assignments--Future clothing, food supplies, housing, occupations
3. Field Trips: Local Power Plant
4. Municipal Filtration Plant ~~New facilities at local hospital~~
5. Discussion centering around human and natural resources.
6. Small Group Activity: Posters related to unit concerns.
7. Individual activity: Scenario based on lesson packets, discussion on resources, attitudes on future.
8. Predictions for the Future!
9. Evaluation: Success of scenarios, class performance.
10. Film: Better Train of Thought (15 Min)

DELIVERY SYSTEM: Lesson packets; Field Trips; relevant support material.

EVALUATION SYSTEM: Quiz based on objectives, text. Success of projects.

MEDIA RESOURCES: Film: Better Train of Thought; Appropriate television programs.

TEACHER SUGGESTIONS: Teacher should continually encourage active research for unit activities to avoid projections being turned into 'crystal ball' predictions;

Life Role Competencies
II-6, 8, III-8, 12, IV-7.

Marilyn [illegible]
Marquette Alternative Senior HS

COURSE OUTLINE

TITLE:	BASIC SKILLS LAB	Length	36 Weeks
Required X	Elective	Credit	1

Course Description:

Basic Skills Lab is a course designed to promote functional literacy and writing skills for those students who perform more than one year below grade level. Informal reading inventories administered individually supplement the formal testing program. Independent study is augmented by one-to-one sessions with a teacher's aide or student helper. Small group instruction promotes improved reading and writing skills. Activities and materials are selected which will help students attain the communications skills they need to perform and participate in today's job world.

Learning Objectives:

The student will:
...improve overall reading performance
...improve legibility of written work
...improve writing skills - spelling, grammar, punctuation, sentence and paragraph construction
...demonstrate outline and report writing ability
...demonstrate oral communications skills
...demonstrate ability to complete simple forms (applications, orders, checks, etc.).

Michigan Life Role Competencies:

Nos. 8,9,10,11,12	Aesthetic and Humanistic Appreciations
Nos. 1,2,5,7	Employability and Occupational Skills
Nos. 5,6	Personal and Family Management
Nos. 1,7	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: BASIC SKILLS LAB

Units or Topics: Est. Weeks 36

I. Informal testing on mechanics, usage and spelling 1
II. Identification of particular problem areas 1
  as a group
  individually
III. Reading Comprehension
IV. Reading Skills
V. Reading Practice 9
VI. Word Attack Skills
  sight
  phonics
VII. Vocabulary
  new words
  spelling
VIII. Sentences
  simple, compound, complex 9
IX. Paragraphs
X. Grammar, Punctuation
XI. Note Taking, Outlining
XII. Reporting
XIII. Creative Writing
XIV. Oral Communications
  speaking
  persuading 9
  interviewing
  interpreting
XV. The Forms in our Lives
  reading directions
  following directions 7
  writing legibly
    job applications, data sheets, order forms

Principle Texts and Resources:

VOICE Scholastic Magazine
SCOPE Scholastic Magazine
TROUBLE SHOOTER SERIES, Joel Weinberg
WORDLY WISE, Book 7, Kenneth Hodkinson

Other Resources:

Magazines, newspapers, video-tapes, transparencies, work sheets, assorted paper backs.

Primary Instructional Methods:

Demonstration, small group, individual work, work sheets, films, discussion.

How Progress is Evaluated:

Formal and informal pre- and post- tests, quizzes, personal contracts, self evaluation.

SAMPLE UNIT PLAN

COURSE TITLE: BASIC SKILLS LAB

Unit XIV Title: The Forms in Our Lives Est. Weeks 4

Unit Objectives:

The student will:
...be able to read instructions on 2 order forms
...be able to write information requested on 2 order forms
...be familiar with consumer vocabulary
...be aware of liability/responsibility of ordering by mail
...do comparison shopping of particular items, retail and/or mail order
...write a letter of complaint regarding (1) in-complete order and (2) over charges.

Sequence of Topics and/or Activities:

XIV. The Forms in Our Lives
- A. Catalogues
    - contents - vocabulary
    - identification of particular items
        - description, cost, size, color, weight
    - locating, reading order form
    - complete order form for 7 items
- B. Mail Order Book Club/Record Club
    - read "big print" of product offer
    - interpret and evaluate advertised offer
    - pro's and con's of club memberships
    - consumer's protection, obligation
    - complete order blank
- C. Retail vs. Mail-Order Buying
    - comparison shop through advertising
    - pro's and con's
- D. Write a Letter of Complaint/Request

Instructional Methods and Materials:

WRITING COMPETENCY PRACTICE, Unit I, Writing a Business Letter worksheets,

READING - STUDY AND RESEARCH SKILLS, Creature Features 1977

READING CONTRACTS AND FORMS, Scope, Visuals 27, 1977

HOW TO READ FOR EVERYDAY LIVING, Insel, Reading, Edson, 1979

Presentation, discussion, on-hands activity, research, work sheets, individual instruction, overhead projected materials, catalogs, advertisements.

How Evaluated:

Completed work sheets, individual projects, vocabulary quiz, completed forms, letter.

Recommended resources for Basic Skills Lab.

TEXTS

COMPOSITION, Level 4, Chuck Anderson
Scholastic Book Services, NY 1980

TRIPLE ACTION, Unit 3 Book
Scholastic 1979

REAL LIFE WRITING SKILLS
Scholastic 1979

REAL LIFE EMPLOYMENT SKILLS, Ruth Handel, Eleanor Angeles
Scholastic 1979

GRAMMAR AND COMPOSITION
Scope English Programs, Level 1, Joseph Claro
Scholastic Magazine 1979

READING ANTHOLOGY, Scope English Programs, Level 1 and 3
Scholastic Magazines, Inc. 1979

LEARNING ABOUT WRITING (cursive), Bohn, Wool 1969
Frank E. Richards Pub Co Inc., Phoenix, New York 13135
LISTENING AND NOTEMAKING SKILLS, Agin, Prather
Educational Activities, Inc., Freeport, NY 1979

TEST TAKING TECHNIQUES, Agin, Prather
Educational Activities, Inc., Freeport, NY 1980

STUDY SKILLS PROGRAM, Level II, Marshak, student text and teacher manual
The National Association of Secondary Principals,
Eston, Virginia 1979

* WRITING COMPETENCY PRACTICE single work sheets, 1980
Activity Records, Inc. Free port, N.Y.

MORE ENGLISH THAT WE NEED, Prevo
Frank E. Richards Publishing Co., Inc. Phoenix, NY 1968

* READING CONTRACTS AND FORMS, Jeri Schapiro, transparencies and ditto masters
Scholastic Book Services, NY 1977

THE MOTT BASIC LANGUAGE SKILLS PROGRAM, semi-programed series, book 1912, unit tests which could be used for pre- post- testing, Secondary Level.
Allied Education Council, Distribution Center, Galien, MI 1971

ENGLISH THAT WE NEED, Prevo 1965 (very basic)
Frank E. Richards Pub. Inc., Phoenix, N.Y.
BUILDING BASIC SKILLS IN WRITING, Book 1, Sentences, nouns, verbs, pronouns, adjectives, adverbs

Recommended resources for Basic Skills Lab.

* TROUBLESHOOTER Series, Joel Weinberg, Patricia Benner
Houghton Mifflin Co., Boston
* WORDLY WISE Series, Hodkinson, Ornato
Educators Publishing Serv, Inc., Cambridge, Massachusetts 02138
BUILDING BASIC SKILLS IN WRITING, Book 2, More about sentences, punctuation, style, forms and letters, spelling.

WORKBOOKS High Interest, Low Level

LANGUAGE IN DAILY LIVING, Book 1, Verbs and subjects, Bryant, Hedgepeth 1978
LANGUAGE IN DAILY LIVING, Book 2, Phrases, clauses and sentences, Bryant, Hedgepeth 1978
LANGUAGE IN DAILY LIVING, Book 3, Pronouns, modifiers, and verbals Bryant, Hedgepeth 1978
LANGUAGE IN DAILY LIVING, Book 4, Punctuation and capitalization Bryant, Hedgepeth 1978
Steck-Vaughn and Company, Austin, Texas

MAGAZINES

*Scholastic SCOPE
*VOICE, A National Magazine for English and Language Arts for High School Students
Scholastic Subscriptions, 902 Sylvan Avenue, Englewood Cliffs, N.J 07632

COURSE OUTLINE

TITLE: LITERATURE		Length	36 Weeks
Required X	Elective	Credit	1

Course Description:

This course introduces students to the various types of literature; short story, novel, drama, biography, autobiography, and poetry. Materials are provided covering a wide range of reading and interest levels. Students participate in structured activities which are related to their independent and individualized reading programs. Short journal exercises are used as a vehicle for self-expression and to focus responses to class discussion, assigned reading, films, video tapes and other activites. Subject areas generally reflect interest areas of students but include excursions into new and unfamiliar fields to stimulate interest and encourage broadening of interests and information.

Learning Objectives:

The student will:

...be able to recognize various types of literature
...be able to identify elements of fiction such as plot, character development, setting, theme
...gain experience in creative writing
...become familiar with literature as a reflection of the times and expression of the author
...become encouraged to expand reading habits and tastes
...become familiar with use of a library as a valuable resource
...increase reading skills, comprehension and retention
...be encouraged to be a discerning reader

Related Michigan Life Role Competencies:

Nos.	3, 4, 5, 8, 9, 11, 13	Aesthetic and Humanistic Appreciations
Nos.		Employability and Occupational Skills
Nos.	6, 9, 10	Personal and Family Management
Nos.	2, 3, 4, 7	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: LITERATURE

Units or Topics:		Est. Weeks 36
I.	Introduction to Literature	4
	American	
	English	
II.	Types of literature	9
	Short story	
	Novel	
	Drama- one act plays	9
	Autobiography	
	Biography	
	Essay - reflective, political	
	Poetry - narrative, lyric, reflective, humorous	
III.	Setting personal and course goals	2
	Determine individual program based on reading level and interest	
	Developing contract	
IV.	Creative writing	9
	Diary	
	Journal	
	Essay	
V.	Review and assess contract	3
VI.	Evaluate	

Principle Texts and Resources:

READING ANTHOLOGY, Level Two, Scope English Program
IMAGINATION - THE WORLD OF INNER SPACE, Scholastic
SURVIVAL, Scholastic
wide assortment of paper backs, some magazines, newspapers

Other Resources:

Film, public library, field trips.

Primary Instructional Methods:

Lecture, small group discussion, work sheets, individual contract.

How Progress is Evaluated:

Pre- and post- test, quizzes, contract.

SAMPLE UNIT PLAN

COURSE TITLE: LITERATURE

Unit No. II Title: The Short Story Est. Weeks 36

Unit Objectives:

The students will:
...Be able to identify the main idea and supporting details in a short story
...Recognize the sequence of time, place, ideas, events in story
...Be able to make inferences from readings
...Be able to recognize relationships
...Be able to draw conclusions from short story
...Increase vocabulary and word recognition

Sequence of Topics and/or Activities:

A. Reading Comprehension
   1. Identifying the main idea
   2. Identifying the supporting details
   3. Logical order (sequence)
   4. Inferences (indirect statements)
   5. Relationships: similarities - contrasts, comparisions - contrasts, part - whole, etc.
   6. Drawing conclusions - putting facts together
   7. Vocabulary skills
      Using the dictionary
      Dividing words into syllables
      Prefix, suffix

Instructional Methods and Materials:

Presentation, individual and group reading, worksheets, overhead transparencies, discussion.

FROM PICTURES TO PASSAGES, Building Skills in Reading Comprehension, Jane L. Evanson

How Evaluated:

Worksheets, quizzes, pre- and post- test

RECOMMENDED RESOURCES FOR: LITERATURE

READING - COMPREHENSION DEVELOPMENT, Edson, Insel, audio-directed individualized, includes pre - post tests (5/8 level)

READING FOR COMPETENCY...COMPREHENSION...TEST TAKING, Stevens, Reading, Morgan, audio directed, excellent resource for teaching multiple choice testing, pre - post tests (3/7 remed)
Educational Activities, Inc., Freeport, N.Y. 1980

BUILDING BASIC SKILLS IN READING, Book 1, Main idea, details, context, sequence, relationships, inference

BUILDING BASIC SKILLS IN READING, Book 2, critical reading, style and tone, following directions, diagrams, charts and graphs, inference
Contemporary Books, Inc., 180 North Michigan Avenue, Chicago, 1981

* HOW TO READ IN THE CONTENT AREA, Set II (science, social studies, literature, mathematics) '77 (7/8 remedial)
Educational Activities Inc., Freeport, N.Y. 11520

* FROM PICTURES TO PASSAGES, Building skills in reading comprehension, Evanson, 1981
Contemporary Books, Inc., 180 N. Michigan Ave., Chicago 60601

READING FOR SURVIVAL, A workstudy book to improve reading skills, Corcoran 1978
Frank E. Richards Pub Co, Inc, PO Box 66, Phoenix, N.Y. 13135

* LITERATURE LIVES SERIES:
Becoming Me, Understanding Others, Winning and Losing, Taking a Stand, Surviving, The World Around Us, Flights of Fantasy
Haupt, Heston, Littell, Solotaroff, editors
McDougal, Littell and Company, Evanston, Illinois

*READING ANTHOLOGY, Level 2 , 1979
Scholastic Book Services, N.Y.

*IMAGINATION, THE WORLD OF INNER SPACE
Scholastic Book Services, N.Y.

*SURVIVAL
Scholastic Book Services, N.Y.

COURSE OUTLINE

TITLE:	JOURNALISM	Length:	18 Weeks
Required	Elective	Credit	1

Course Description:

Journalism is a course designed especially for students interested in the practice as well as the theory of writing for publication. Emphasis is placed upon developing communication skills involved in gathering news (interview, research observation) writing (news articles, feature articles, editorials, reviews), edition, proof reading, publishing, advertising, distribution and cost. Students in this class are responsible for the publication of the school newspaper and a year book and are required to keep personal journals.

Learning Objectives:

The student will:
...become familiar with the structure and techniques used in news writing and publication
...be able to identify the components of a newspaper
...become familiar with the terms and symbols peculiar to newspaper writing, editing and publishing
...demonstrate ability to write news stories, feature articles and editorials
...develop an understanding of and appreciation for the "power of the press" - its responsibilities, consequences, liabilities
...develop communication skills, verbal and written
...increase awareness of freedom of the press, freedom of speech

Michigan Life Role Competencies:

Nos. 8,9,10,11,12	Aesthetic and Humanistic Appreciations
Nos. 6,7,	Employability and Occupational Skills
Nos. 5,8,10	Personal and Family Management
Nos. 1,2,3,4,5,6,7,8,10,12	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: JOURNALISM

Units or Topics:	Est. Weeks 18
I. Introduction to course	1
Requirements	
Expectations	
II. Journalism	
Definition	
Background	
III. Types of journalism	
Newspapers, news magazines, business journals, folios, tabloids, radio, television	
IV. Role of journalism in American	2
Power of the press in early days (The Federalist)	
Power of the press in politics	
V. Organization of a newspaper	
Editorial Department - function and personnel	
Business Department - function and personnel	3
Mechanical Department - function and personnel	
VI. Going to press	
Reporting	
Writing	
Editing	
Setting in type	6
Illustrating	
Printing	
Distribution	
VII. Newspapers as a community service	
VIII. Rights and responsibilities of news reporting	2
privilege of the press, freedom of the press, confidentiality, individual rights, invasion of the press	
IX. Review and evaluation of finished product - the school paper	3
X. Review and evaluation of personal journals	1

Other Resources:

Magazines, newspapers, guests, library, printers.

Primary Instructional Methods:

Lecture, demonstration, field trips, interviews, work sheets, individual journals, group discussion.

How Progress is Evaluated:

Quizzes, work sheets, products.

COURSE OUTLINE

TITLE: APPLIED MATHEMATICS Length 36 Weeks

Required X Elective Credit 1

Course Description:

Those students whose standardized tests results indicate a grade equivalency of more than a grade level or more below must enroll in Applied Mathematics. Informal pre-testing in addition to standardized tests are used to determine where the students are in their math experiences, and an individualized program is then planned with each student. The texts used are designed for individualized instruction and students proceed through the course at a pace determined by their skill and comprehension. Emphasis is placed on the basics (addition, subtraction, multiplication, division of whole and fractional numbers), decimals, ratio, proportion and per cent, graphs and measurement are related as much as possible to employment choices. Hands-on applications and practical problem solving is included. Use of calculators and microcomputers are incorporated in the course.

Learning Objectives:

The student will:
...demonstrate understanding and application of addition, subtraction, multiplication and division of whole numbers
...demonstrate understanding and application of addition, subtraction, multiplication and division of fractional numbers
...demonstrate understanding and application in the use of decimals, common fractions and per cents
...be able to read and interpret graphs, charts, and maps
...be able to use geometric and non-geometric measurements in everyday situations
...be able to perform simple calculations on calculator
...demonstrate ability to perform simple tasks on microcomputer.

Related Michigan Life Role Competencies:

Nos. 9	Aesthetic and Humanistic Appreciations
Nos. 2, 6	Employability and Occupational Skills
Nos. 4, 5, 9, 10	Personal and Family Management
Nos.	Civic and Social Responsibility

Minimal Performance Objectives for Mathematics Education in Michigan, Michigan Department of Education

UNITS OF LEARNING

COURSE TITLE: APPLIED MATHEMATICS

	Units or Topics:	Est. Weeks 36
I.	Pre-testing	
II.	Interpretation of testing results	2
III.	Identification of strengths and weaknesses	
IV.	Developing individualized math program including:	
	Skills review	4
	addition, subtraction, multiplication, division	
	Fractional numbers	4
	addition, subtraction, multiplication, division	
	Decimal system	4
	fractions to decimals	
	addition, subtraction, multiplication, division	
	Per Cent, ratio, proportion	3
	Measurement	4
	geometric - linear, volume, area	
	non-geometric - time, money, weight, liquid	
	Graphs, maps, charts	3
	construction, use and interpretation	
	Metric system	2
	comparison with English system, conversion, application	2
V.	Hands-on applications and practical problem solving	6
VI.	Post-test and evaluation	2

Principle Texts and Resources:

TROUBLE SHOOTING MATHEMATICS SKILLS, Bernstein, Wells
INTRODUCTION TO MATHEMATICS, Book I, Cambridge
GENERAL MATH I, Shaw, Wheatley, Kane, Schaefer
ARE YOU COMPUTER LITERATE?, Billings, Moursund

Other Resources:

Films, transparencies, work sheets, field trips.

Primary Instructional Methods:

Individual and small group instruction, lecture, demonstration, individual work sheets, projects.

How Progress is Evaluated:

Formal and informal pre- and post- tests, quizzes, work sheets, projects.

SAMPLE UNIT PLAN

COURSE TITLE: APPLIED MATHEMATICS

Unit No. IV Title: Putting Fractions to Work

Unit Objectives: Est. Weeks 2

The student will:
- ...be able to add and subtract fractions in estimating lumber needs for a given order
- ...be able to multiply/divide measurements in recipes
- ...be able to estimate cost of groceries using a grocery list and newspaper ads
- ...demonstrate ability to use and read measuring tools.

Sequence of Topics and/or Activities:

IV. Putting Fractions to Work
- A. Buying lumber
  - types of lumber, nominal size, actual size, length, cost
- B. Changing recipes
  - cut a recipe for chocolate chip cookies in half
  - increase recipe for spagetti sauce 3 times
- C. Grocery shopping
  - use newspaper ads to plan and calculate cost for a predetermined grocery list
- D. Making book shelves
  - measure area, books, etc., to draw a plan for constructing 4 shelves of different depths.

Instructional Methods and Materials:

MATH FOR THE CARPENTER, Michal Chotiner
FRACTIONS AS A TOOL, John Blackwood
MATH FOR EVERYDAY LIVING, Allan Schwartz
GETTING AHEAD WITH MATH, Allan Schwartz
USING MAPS, CHARTS, AND GRAPHS, Modern Curriculum Press

Work sheets, individual projects, demonstrations, individual instruction, group instruction, review.

How Evaluated:

Work sheets, quizzes, project review, self evaluation.

APPLIED MATHEMATICS

Recommended resources for Applied Mathematics.

THE APPLESOFT TUTORIAL
Apple Computer, Inc., 10290 Bandley Drive, Cupertino, CA
95014 1979

PEANUT BUTTER AND JELLY - Guide to Computers, Willis
Dilithium Press, P.O. Box 606, Beaverton, OR

BUILDING BASIC SKILLS IN MATHEMATICS
Pre- and post- tests - preparation for GED testing
Contemporary Books Inc., 180 N. Michigan Avenue,
Chicago, IL 1981

MINIMAL PERFORMANCE OBJECTIVES FOR MATHEMATICS EDUCATION IN
MICHIGAN, Michigan Department of Education

WORKBOOKS

* GETTING AHEAD WITH MATH, Schwartz, Edson
* MATH FOR EVERYDAY LIVING, Schwartz, Edson
* FRACTIONS AS A TOOL, Blackwood, Alden
* MATH FOR THE CARPENTER, Chotiner
* READ AND SOLVE MATH PROBLEMS, Schwartz, Edson
Educational Activities, Inc., Freeport, NY 15520
Excellent basic math books dealing with problems in
everyday living, and high interest topics.

LEARNING MATH SKILLS, Carrell 1978
MEASURING THE METRIC WAY, Lay 1975
* MEETING BASIC COMPETENCIES IN MATHEMATICS
Frank E. Richards Publishing Company, Phoenix, NY 13135 1978

NUMBER POWER, The Real World of Adult Math, Jerry Howett 1981
NUMBER POWER 2, The Real World of Adult Math, Jerry Howett 1981
(pre-GED level)
Contemporary Books Inc., 180 N. Michigan Avenue, Chicago

* TROUBLESHOOTING MATHEMATICS SKILLS, Bernstein, Wells
Scholastic Book Services, N.Y.

COURSE OUTLINE

TITLE:	GOVERNMENT	Length:	18 Weeks
Required X	Elective	Credit	1/2

Course Description:

The major purpose of the Government course is to introduce this select group of students to our system of government, and their part in it. This is accomplished by looking at how we arrived at our system of government - and comparing it to others. Importance is placed on the organization, machinery and agencies through which political units exercise their authority and perform their functions. Constant attention is focused on how decisions are made; how social problems are resolved in a democratic society; along with concomitant concerns. Our duties and rights as active citizens are consistently stressed. The major thrust of acquiring knowledge is not to become a walking constitution, but to gain enough familiarity so that students recognize that a participatory democracy needs them it if is going to continue being successful.

Learning Objectives:

Students will:
...be helped to attain an identification with and an attachment to the ideals and values of a democratic society.
...be able to anticipate and seek changes within the framework of rights and responsibilities.
...develop an awareness of the importance of compromise.
...become acquainted with the major characteristics of contemporary forms of government
...identify and understand basic vocabulary of this discipline.

Related Michigan Life Role Competencies:

Nos.	1,2,3,4,5,6,10,11,12,13,14	Aesthetic and Humanistic Appreciations
Nos.	4	Employability and Occupational Skills
Nos.	4,5,10	Personal and Family Management
Nos.	1,2,3,4,5,6,7,8,9,10,11,12 13,14	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: GOVERNMENT

Units or Topics:		Est. Weeks 18
I.	"Birth of a Nation"	1
II.	Political Systems	2
III.	Constitutional Government	1
IV.	Political Citizens / Parties	2
V.	Rights and Responsibilities	2
VI.	World Democracies	1
VII.	The Law and You	1
VIII.	Law Enforcement Practices - Executive	2 1/2
IX.	Law Procedures - Judicial	2 1/2
X.	Law Makers - Legislative	3

Principle Texts and Resources:

Text
FOUNDATIONS OF GOVERNMENT, Strum, Claugus, Brush, 1977
CRIMINAL JUSTICE, Living Law Series, 1978
CIVIL JUSTICE, Living Law Series, 1978
news magazines (Newsweek or Time)
POLITICAL CARTOONS, W. R. Heitzmann, 1978
CRITICAL THINKING, 1978

Other Resources:

Guest speakers, films, video-tapes, field trips, museum, League of Women Voters.

Primary Instructional Methods:

Lecture, discussion, research, work sheets, individual projects, vocabulary review

How Progress is Evaluated:

Pre-Post Tests, quizzes, participation, projects.

GOVERNMENT

Recommended resources for: Government

* UNDERSTANDING CONCEPTS, Reading Skills for Social Studies
(Modern Curriculum Press, Inc., 1981)

* BECOMING A U.S. CITIZEN,
* THE GOVERNMENT AND YOU,
* THE LAW AND YOU, Follett Coping Skills Series
(Ellett Publishing Co., 1981)

YOUR GOVERNMENT AND YOU, John H. Hoek
(Frank E. Richards Publishing Co., Inc. 1975)

LEARNING TO USE MAPS, Kranich Roger E., Messec, Jerryl
(Frank E. Richards Publishing Co., Inc. 1978)

BEING AN INFORMED CITIZEN, Stephen S. Udvari
(Steck-Vaughn Company, 1978)

* FOUNDATIONS OF OUR GOVERNMENT, Strum, Claugus, Brush, 1977
* CIVIL JUSTICE, Living Law Series, 1978
* CRIMINAL JUSTICE, Living Law Series, 1978
Scholastic Book Service, N.Y.

* POLICITAL CARTOONS , William R. Heitzmann, 1978
transparencies and spirit masters
Scholastic Book Service, N.Y.

* CRITICAL THINKING, 1978
Scholastic Book Service, N.Y.

COURSE OUTLINE

TITLE:	U. S. HISTORY	Length	36 Weeks
Required X	Elective	Credit	1

Course Description:

The major purpose of this course is to provide this select group of students with a general overview/review of United States History that is compatible with and builds on whatever maturity and experiences are brought to the classroom. Rather than using a chronological survey, an episodic approach is frequently used to permit varied academic and entry levels to come together for short lectures, discussions, guest speakers, etc., to share differing sources of information. This approach also offers a "sheltered" environment where controversial opinions can be tentatively tested - to be accepted or rejected after being vigorously defended - with less risk than in a more public environment. The sequential evolution of our country is not ignored, but more stress is placed on selected topics chosen for their adaptability for fitting into an individualized instructional setting where research, discussion and reading skills are stressed.

Learning Objectives:

The student will:
...develop an understanding of how the past determines the future.
...demonstrate relevant research skills used in the historical inquiry process
...be able to identify and use the vocabulary of the discipline
...develop an understanding of interdependency of individuals/groups/countries.

Related Michigan Life Role Competencies:

Nos.	2,3,4,5,10,11,12,14	Aesthetic and Humanistic Appreciations
Nos.	4.5	Employability and Occupational Skills
Nos.		Personal and Family Management
Nos.	1,2,3,4,5,7,8,9,10,11,12	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: U.S. HISTORY

Units or Topics: Est. Weeks 36

Umbrella Titles

I. Expansion and Conflict 4
    Early settlers vs. Indians
    Westward movement
    Frontiers
II. Industrialization 5
    Benefits and problems
    Social and economic consequences
    Reformers
    Worldwide development
III. U.S. Turning Outward and Inward 9
    World wars
    Business developing in other parts of the world
    Monroe Doctrine
IV. Politics and Patriotism 9
    Examining our interest in other parts of the world
        positive and negative influences
V. The "Good Life in the U.S." 9
    What is it?
    It is inherent in the system?

Principle Texts and Resources:

AMERICAN DREAM, Lew Smith, 1977
AMERICA, AMERICA, Buggy, Danzer, Mitsakos, Rseinger, 1977
AMERICAN ADVENTURE SERIES, New Series, Peck and Jantzen
AMERICA'S STORY, Books 1 and 2, Bernstein 1978
News magazines, newspapers, cartoons

Other Resources:

Public library, films, cartoons, museums, field trips, interviews, guest speakers.

Primary Instructional Methods:

Lecture, discussion, research, work sheets, individual projects.

How Progress is Evaluated:

Pre- and Post- tests, work sheets, reports, projects.

U. S. HISTORY

Recommended resources for U.S. History.

DECIDING HOW TO ACT IN A POLITICAL SOCIETY, The Ethics of Political
Behavior, Boland, O'Fahey, Olson
McDougal, Littell and Company, Box 1667, Evanston, IL 1975

DECIDING ON THE HUMAN USE OF POWER, The Exercise and Control of
Power in an Age of Crisis, Carey, Chapman, Cunnane, Mullaney, Walsh
McDougal, Littell and Company, Box 1667, Evanston, IL 1975

ORAL HISTORY as a Teaching Approach, Neuenschwander
Natonal Education Association Publication 1976

* THE AMERICAN DREAM, Lew Smith
Scott, Foresman and Company, Glenview, Illinois 1977

* AMERICAN ADVENTURES, New Edition, Ira Peck, Steve Jantzen, Books 1 - 4
Scholastic Book Services, N.Y.

* AMERICA'S STORY, Book 1 and 2, Vivian Bernstein
Steck-Vaughn Company, Austin, Texas 1978

* AMERICA, AMERICA, Buggy, Danzer, Mitsakos, Resinger
Scott, Foresman and Company, Glenview, Illinois 1977

COURSE OUTLINE

TITLE: ENVIRONMENTAL BIOLOGY — Length: 18 Weeks

Required X Elective — Credit: 1/2

Course Description:

This course introduces students to the world of plants and animals as part of the total environment. Emphasis is placed upon the relationship of man to his world and his responsibility for all its creatures and environs. Recognition, understanding and appreciation for the complexity of systems within the natural environment which dependently and interdependently seek survival, brings focus upon the delicate balance of nature and the important role that man plays in perpetuating its future.

Learning Objectives:

The student will:
...become familiar with the various branches of science
...be able to recognize contributions from each branch of science in his daily life
...recognize major classifications of animals
...recognize major classifications of plants
...recognize cause and effect in balance of nature
...become familiar with local problems affecting the ecological balance in local areas
...determine implications and consequences of technology and industry upon the environment on earth and in space
...become familiar with agencies and organizations concerned with and about man's relationship to his surroundings

Related Michigan Life Role Competencies:

Nos. 1,2,6,7	Aesthetic and Humanistic Appreciations
Nos. 7	Employability and Occupational Skills
Nos. 7,9,10	Personal and Family Management
Nos. 1,2,3,4,6,7,8,10,11,12	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: ENVIRONMENTAL BIOLOGY

Units of Topics:	Est. Weeks 18
I. Introduction to science and scientific thinking	
II. Branches of science	
Mathematics and logic	
Physical sciences	3
Biological sciences	
Social sciences	
III. Science in our lives	
In the home	
In agriculture	
In manufacturing	
In medicine	3
In community	
In space	
IV. Biology - science of living things	
Animals	
Plants	
classifications	
habitat	
food	5
reproduction	
value to man	
V. Ecology - relationship between living things and their environment	2
VI. Man versus nature	
Pollution	3
Smog	
Industrial waste	
Depletion of natural resources	
VII. Man's responsibility on earth and in space	2

Principle Texts and Resources:

Today's Basic Science, Navarra, Garone
Modern Biology, Otto and Towle

Other Resources:

Magazines, newspapers, field trips, museum, library, films, guest speakers, cartoons.

Primary Instructional Methods:

Lecture, discussion, research, projects, reports, experiments, work sheets, films.

How Progress is Evaluated:

Pre- and Post- Tests, quizzes, projects, work sheets.

SAMPLE UNIT PLAN

COURSE TITLE: ENVIRONMENTAL BIOLOGY

Unit No. VII Title: Man's Responsibility on Earth and in Space

Unit Objectives:

The student will:
...recognize the difference between evaluative and prescriptive judgment
...recognize the difference between judgment and opinion
...know the steps in reaching a judgment
...use imagination in seeking alternatives
...develop greater awareness and sensitivity to the importance of values in the behavior of man

Sequence of Topics and/or Activities:

- I. Making Value Judgments
  - A. Evaluative Judgments
    - definition
    - limitations
  - B. Prescriptive
    - definition
    - guidelines
      - understand the situation
      - check your feelings
      - consider any information regarding needs, motives, intentions of those involved
      - state the conflict
      - think of variety of alternatives
      - consequences of each alternative
      - decide and justify your choice
  - C. Encounter - Practical Problem Examples
    - real fur or synthetics
    - parks or parking lots
    - insects or fish
    - strip mining or natural forests
    - nuclear power or loss of industry

Instructional Methods and Materials:

Presentation, discussion, research, films, newspaper articles, magazines, guest speakers, worksheets, individual projects.

DECIDING HOW TO LIVE ON SPACESHIP EARTH, The Ethics of Environmental Concern, Rodney F. Allen, Carmelo P. Foti, Daniel M. Ulrich, Steven H. Woolard.

How Evaluated:

Quizzes, written reports, participation, worksheets.

ENVIRONMENTAL BIOLOGY

Recommended resources for: Environmental Biology

BUILDING BASIC SKILLS IN SCIENCE, Biology, Earth Science,
Chemistry, Physics.
Student workbook including Pre- and Post- Tests
5-7-9 reading level
Contemporary Books, Inc., 180 North Michigan Avenue
Chicago, IL 60601, 1981

MEETING BASIC COMPETENCIES IN PRACTICAL SCIENCE AND HEALTH,
A workstudy Book to Improve Daily Living Skills, Eileen
L. Corcoran
Frank E. Richards Publishing Co., Phoenix, NY 13135 1979

DECIDING HOW TO LIVE ON SPACESHIP EARTH, The Ethics of
Environmental Concern, Allen, Foti, Ulrich, Woolard,
Values Clarification Series
McDougal, Littell and Company, Evanston, IL 1975

COURSE OUTLINE

TITLE:	CAREER EDUCATION	Length	9 Weeks
Required	X Elective	Credit	1/4

Course Description:

There are three basic components: (1) developing self-awareness through examination of personal values, interests, abilities; (2) increasing occupational awareness through research, interviews and observation; (3) preparing for and participating in the job market. Students are encouraged to be creative in their career search while maintaining realistic expectations and setting goals that accurately reflect abilities, interests and values. Emphasis is placed on the development of oral and written communication skills important in securing a job, as well as the responsibility and attitude necessary to maintain the job.

Learning Objectives:

The student will:
...demonstrate communication skills necessary to locate, obtain, and maintain employment
...recognize personal talents, aptitudes, abilities for career search and identification
...will identify career possibilities using the MOIS, DO, and other resources
...will interview and/or observe various workers in career field of his particular interest
...will demonstrate ability to complete a job application, a data sheet, letter of application.
...will know sources of information regarding job openings
...understand the roles that values and attitudes play in securing and maintaining employment
...will understand deductions, benefits, fringes, increments
...be familiar with employer-employee rights and responsibilities.

Related Michigan Life Role Competencies:

Nos. 1,3,9,10,11,13,14	Aesthetic and Humanistic Appreciations
Nos. 1,2,3,4,5,6,7,8	Employability and Occupation Skills
Nos. 2,4,	Personal and Family Management
Nos. 10,11	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: CAREER EDUCATION

Units or Topics: Est. Weeks 9

- I. Self assessment 1
    - Interest Inventory
    - Work Attitude Survey
    - Aptitude Test
- II. Interpreting results of tests and survey
- III. Identifying employability skills 2
- IV. Occupation search
    - first choice
    - second choice
    - third choice
    - dream job
- V. Decision making techniques 1
    - looking at the options
    - looking at the alternatives
    - making a realistic, responsible decision
- VI. Setting long and short range career goals
- VII. Entering the job market
    - looking for a job
        - identifying resources
    - filling out an application
    - interviewing 4
    - resume
    - personal data sheets
    - follow up
- VIII. Keeping the job
    - rights and responsibilities
- IX. The first pay check
    - deductions, fringes, benefits
    - banking - savings, checking accounts 1
    - health and life insurance
    - taxes
- X. Reexamining short and long term goals

Other Resources:

Youth Employment Training Program, CETA, MEOC, public library, guest speakers, films, video-tapes, transparencies.

Primary Instructional Methods:

Lecture, discussion, films, research, worksheets, field trips, interviews, video-taping, MOIS-DOT.

How Progress is Evaluated:

Rating sheets, worksheets, individual projects, video-tapes, interview.

SAMPLE UNIT PLAN

COURSE TITLE: CAREER EDUCATION

Unit No. VI Title: Setting Goals Est. Weeks 1

Unit Objectives:

The student will:
...become aware of personal strengths, abilities, interest, talents
...be able to identify the goal setting process
...recognize value of setting realistic personal goals
...determine and evaluate 5 short term personal goals
...determine 2 long range personal goals

Sequence of Topics and/or Activities:

VI. Setting Goals
  A. Definition of goals and objectives
  B. Importance of setting goals in our lives
  C. Goal setting process
    dreams, wants, needs
    strengths, abilities, talents, resources
    pitfalls
    steps to attainment (objectives)
    alternatives
    rewards
  D. Developing 5 personal goal plans
    suggested areas:
      careers, material things, travel,
      family, education, social life, health
  E. Evaluation of plans
  F. Re-determination of goals
  G. Rewards

Instructional Methods and Materials:

MAKING DECISIONS, Scholastic Social Studies Skills
JANUS JOB PLANNER, Career Planning
PERSONALIZING EDUCATION, Leland and Mary Howe
MAKING SENSE OF OUR LIVES, Merril Harmin

Discussion, research, interview, work sheets, evaluation.

How Evaluated:

Self evaluation, contract, special activities.

CAREER EDUCATION

Recommended resources for CAREER EDUCATION:

*JOB HUNTERS GUIDE, YETP, Marquette-Alger Intermediate School District,
427 W. College Avenue, Marquette, Michigan 49855

WORKING WITH OTHERS, Revised, Udvari
Steck-Vaughn Company, Austin, TX 1978

PREPARING FOR THE JOB INTERVIEW, John D. Wool
HOW TO WRITE YOURSELF UP!, John D. Wool
Frank E. Richards Publishing Co., Inc., Phoenix, NY 1977

KEEPING A JOB
JOB INTERVIEWS
FINDING WORK
Daniel Fisco, Joanne Dembinski
Follett Publishing Company, Chicago, IL 1977

* CAREER DEVELOPMENT PROGRAMS
Northwest Michigan Human Services Agency, 1102 Cass Street,
Traverse City, MI

PERSONALIZING EDUCATION, 1975
Hart Publishing Co., Inc., N.Y.

* MAKING DECISION, Scholastic Social Studies Skills,
Scholastic Magazines, Inc. 1980

* MAKING SENSE OF OUR LIVES, Merrill, Marmin
Argus Communications, 7440 Natchez, Niles, Illinois 60648

* DECIDING FOR MYSELF, A Value Clarification Series, 1976
Winston Press, 430 Oak Grove, Minneapolis, Minnesota 55403

COURSE OUTLINE

TITLE:	PHOTO-COMMUNICATIONS	Length:	18 Weeks
Required	Elective X	Credit	1/2

Course Description:

Photo-Communications is a course which explores photography as a medium of communication. Development of visual perceptions, appreciation of imagination and creative ability, sense of cooperative efforts and the use of photographic images as a means of transmitting ideas are encouraged through the use of 35mm cameras. Students are shown the basics of photography and light, and are given instruction on the use and operation of two 35mm cameras. Emphasis is placed on the importance of making, rather than taking photographs, that is working to plan photographs carefully, studying light, composition, color, line form, texture, and expression. Students are also given special instruction in close-up, night, nature, portrait and still life photography with one important product being photographs of students, staff, school activities, and special events which are used in the school yearbook.

Related Michigan Life Role Competencies:

Nos. 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Aesthetic and Humanistic Appreciations
Nos. 4, 6, 7, 8	Employability and Occupational Skills
Nos. 8, 9, 10	Personal and Family Management
Nos. 2, 3, 4, 5	Civic and Social Responsibility

UNITS OF LEARNING

COURSE TITLE: PHOTO-COMMUNICATIONS

Units or Topics:

Est. Weeks 18

I. Introduction to photography and the 35mm camera
II. Types of cameras, history of photography
III. Special assignment work and start of yearbook photos
IV. Photo critiquing
V. Special projects and technique seminars
VI. Yearbook photo taking
Final critiquing

Principle Texts and Resources:

Major Resource Materials:

Photo 1 (textbook). Ken Muse 1972
Prentice-Hall, Inc., Englewood Cliffs, N.J.

Modern Photography, (magazine), 1 Picture Place, Marion, Ohio 43302

Impact of Nature Photography, R. W. Holzman 1979
American Photographers Book Publishing Co., Inc., N.Y.

Other Resources:

Pentax and Nikkormat 35 mm cameras

Primary Instructional Methods:

How Progress is Evaluated:

CONSUMER EDUCATION

Recommended resources for CONSUMER EDUCATION (Social Studies, Math, English)

Text Books:
CONSUMER ACTION, Morton Rezny
Houghton Mifflin Company, Boston

Workbooks: High Interest, Low Reading Level

BANKING LANGUAGE, A Survival Vocabulary, Jim Richey 1980
CREDIT LANGUAGE, A Survival Vocabulary, Jim Richey 1980
DRIVER'S LICENSE LANGUAGE, A Survival Vocabulary, Jim Richey 1980
GETTING HELP, A Guide to Community Services, Janis Chan 1981
NEED A DOCTOR?, Myra Lappin, Sanford Feinglass 1981
SHARING AN APARTMENT, Durlynn Anema 1981
CARING FOR YOUR CAR, Phyllis Pogrund, Rosemary Grebel 1981
Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA

OWNING AN AUTOMOBILE, Betty Herzog 1982
FINDING HOUSING, Betty Herzog
BANKING, Betty Herzog
BUDGETING, Betty Herzog
Follett Publishing Company, Chicago

BANKING, BUDGETING AND EMPLOYMENT, Art Lemmox
GETTING READY FOR PAY DAY, Part I, Checking Accounts, Hudson, Weaver, 1966
GETTING READY FOR PAY DAY, Part II, Savings Accounts, Hudson, Weaver, 1966
GETTING READY FOR PAY DAY, Part III, Planning Ahead, Husdson, Weaver, 1966
Frank E. Richards Publishing Co. Inc., Phoenix, N.Y.

FAMILY MONEY MANAGEMENT, Udvari, Laible 1978
BUYING GUIDES, REVISED, Udvari, Laible 1978
Steck-Vaughn Company, Austin, Texas

DOLLARS AND SENSE, Jeri Schapiro, 1977
Scholastic Book Services, N.Y.

PAYING YOUR BILLS, (Duplicating Masters and cassette tape)
Media Materials, Inc., 2936 Remington Avenue, Baltimore, MD

PRACTICAL PERSONAL FINANCE, A Scriptographic study and activity course.
Channing L. Gete Co., Inc. South Deerfield, MA

GED PREPARATION

Recommended resources: GED Preparation

DIAGNOSTIC PRE-TESTS FOR GED INSTRUCTION:
Test 1: writing skills
2: social studies
3: science
4: reading skills
5: mathematics

HOW TO PREPARE FOR THE HIGH SCHOOL EQUIVALENCY EXAMINATION
Test 1: The Writing Skills Test - spelling, punctuation, capitalization, grammar, usage, diction and style, sentence structure, logic and organization
Test 2: The Social Studies Test - economics, geography, political science, history, behavioral science
Test 3: The Science Test - biology, earth science, chemistry, physics
Test 4: The Reading Skills Test - practical reading, general reading, prose literature, peotry, drama
Test 5: The Mathematics Test - arithmetic, geometry, algebra

EVALUATIVE POST-TESTS FOR GED READINESS
Test 1: writing skills
Test 2: social studies
Test 3: science
Test 4: reading skills
Test 5: mathematics

GED - A complete Program of Instruction for the New GED
Contemporary Books, Inc., 180 N. Michigan Ave., Chicago

BOOK 1: PREPARATION FOR H.S. EQUIVALENCY IN WRITING SKILLS,
Gearing, Althoff (General Education Series, Books 1-5)
Steck-Vaughn, Austin Texas 1978

GED, CAMBRIDGE EXERCISE BOOK FOR THE WRITING SKILLS TEST
SOCIAL STUDIES TEST
SCIENCE TEST
READING SKILLS TEST (1981)

SKILLS IN LANGUAGE 1
LANGUAGE 2
READING 1 includes pre- and post- tests
READING 2 1979
MATHEMATICS 2

INTRODUCTION TO MATHEMATICS - Pre-GED program 1980

GED, THE WRITING SKILLS TEST
SCIENCE TEST
SOCIAL STUDIES TEST SPECIAL FEATURE: 2 hour simulated GED
MATHEMATICS TEST 1980

GED - WRITING SKILLS EXERCISES 1981
Cambridge Book Company, the Basic Skills Company, 888 7th Ave., NY

AESTHETIC AND HUMANISTIC APPRECIATIONS	Basic Skills Lab	Literature	Journalism	Mathematics	Government	History	Health	Environmental Sci	LIFE	Career Education	Parenting	Photography
1. Understand his/her own value system.					X	X	X	X	X	X	X	
2. Understand the value systems of others.					X	X	X	X	X		X	
3. Understand his/her self concept and its influence on personal behavior.		X			X	X	X		X	X	X	
4. Understand how perception of others affects personal behavior.		X			X	X	X		X		X	X
5. Be aware of the personal implications of various life roles.		X			X	X	X		X		X	X
6. Perceive and use the natural environment as a basis for creative expression.								X				X
7. Be aware of the natural environment and humanity's effect upon it.					X		X	X				X
8. Recognize, respond to, and initiate creative expression.	X	X	X						X			X
9. Be aware of alternative uses of leisure time.	X	X	X	X			X		X	X		X
10. Possess inter-personal skills needed in interacting with others.	X		X		X	X	X		X	X	X	X
11. Appreciate, create and evaluate verbal communications.	X	X	X		X	X	X		X	X	X	X
12. Appreciate, create and evaluate non-verbal communications.	X		X		X	X	X				X	X
13. Be aware of resources in the community which meet aesthetic and humanistic needs.		X			X		X		X	X	X	X
14. Appreciate the relationships between indidivual freedom and responsibility.					X	X	X		X	X	X	

MICHIGAN LIFE ROLE COMPETENCIES

EMPLOYABILITY AND OCCUPATIONAL SKILLS

	Basic Skills Lab	Literature	Journalism	Mathematics	Government	History	Health	Environmental Sci	LIFE	Career Education	Parenting	Photography
1. Be able to use communication skills as a means of locating and obtaining and maintaining employment.	X								X	X		
2. Be able to use mathematical skills as a means of location obtaining and maintaining employment.	X			X						X		
3. Be able to use critical thinking skills as a means of locating, obtaining and maintaining employment.									X	X	X	
4. Have a knowledge of employer-employee rights and responsibilities.				X	X	X				X		X
5. Understand the roles that values and attitudes play in employment.	X					X	X		X	X	X	
6. Have a knowledge of career requirements for area(s) of personal choice.			X	X			X			X		X
7. Be able to determine personal career opportunity (s) consistent with abilities and values.	X		X					X	X	X		X
8. Be able to project the probability of obtaining a job from among career opportunities.				X						X		X

Exhibit 8-A-2
MASH 82

PERSONAL AND FAMILY MANAGEMENT

	Basic Skills Lab	Literature	Journalism	Mathematics	Government	History	Health	Environmental Sci	LIFE	Career Education	Parenting	Photography
1. Recognize and respond to personal physical, social, mental and emotional needs and to those of family members.							X		X		X	
2. Make personal decisions based upon the knowledge of individual strengths and limitations.							X		X	X	X	
3. Apply decision making processes within the family structure.							X		X		X	
4. Use personal, social and economic resources to meet individual and family needs.				X	X		X		X	X	X	
5. Apply business-legal procedures to meet individual and family needs.	X		X	X	X		X				X	
6. Recognize and evaluate opportunities for personal growth throughout life.	X	X		X			X		X	X	X	
7. Apply the knowledge of human growth and development to family living.							X	X	X		X	
8. Understand the relationship between personal values and family structures.			X				X		X		X	X
9. Be aware of leisure time activities which meet individual and family needs.		X		X			X	X	X		X	X
10. Be aware of societal factors that influence the individual and the family.		X	X	X	X		X	X	X		X	X

Exhibit 8-A-3
MASH 82

Exhibit 8-A-4
MASH 82

CIVIC AND SOCIAL RESPONSIBILITY

CIVIC AND SOCIAL RESPONSIBILITIES

	Basic Skills Lab	Literature	Journalism	Mathematics	Government	History	Health	Environmental Sci	LIFE	Career Education	Parenting	Photography
1. Have a knowledge of social agencies and their roles in providing programs.	X		X		X		X	X	X		X	
2. Recognize and appreciate cultural diversity.		X	X		X	X		X	X			X
3. Be aware of processes of social change.		X	X		X	X	X	X	X			X
4. Be aware of bias and prejudice.		X	X		X	X		X	X		X	X
5. Recognize and seek to eliminate bias, prejudice and unjust discriminatory practices.			X		X	X			X		X	X
6. Be aware of community resources and their functions.			X	X	X	X	X	X	X		X	
7. Be aware of the various roles each individual plays within society.	X	X	X	X	X	X		X	X		X	
8. Be aware of the effect of individual and group values on individuals and society.			X		X	X	X	X	X		X	
9. Understand and support the concept of governance by law.				X	X	X						
10. Understand and exercise legal rights and responsibilities.			X	X	X	X		X		X	X	
11. Be able to use problem-solving and decision-making skills in civic and social situations.				X	X	X	X	X	X	X	X	
12. Understand the interdependence and interrelatedness of individuals, groups and nations.			X		X	X		X	X		X	

Recommended Resources for: CURRICULUM PLANNING

PREPARING YOUR CURRICULUM GUIDE, Marilyn Winters,
Association for Supervision and Curriculum Development,
225 N. Washington Street, Alexandria, VA 22314
includes transparencies, hand-out sheets

HEALTHY MOTHERS, HEALTHY BABIES, A Framework for Curriculum Development in Responsible Childbearing, Pre-School through High School, D. Zeyen, Association for Supervision and Curriculum Development

MINIMAL PERFORMANCE OBJECTIVES FOR SOCIAL STUDIES

MINIMAL PERFORMANCE OBJECTIVES FOR MATHEMATICS

MINIMAL PERFORMANCE OBJECTIVES FOR MATH EDUCATION, A METRIC APPENDIX, Michigan Department of Education

MICHIGAN LIFE ROLE COMPETENCIES FOR THE AREA OF CIVIC AND SOCIAL RESPONSIBILITIES
MICHIGAN LIFE ROLE COMPETENCIES FOR THE AREA OF AESTHETIC AND HUMANISTIC APPRECIATIONS
MICHIGAN LIFE ROLE COMPETENCIES FOR THE AREA OF EMPLOYABILITY AND OCCUPATIONAL SKILLS
MICHIGAN LIFE ROLE COMPETENCIES FOR THE AREA OF PERSONAL AND FAMILY MANAGEMENT
Michigan Department of Education (1978)

MINIMAL PERFORMANCE OBJECTIVES FOR HEALTH EDUCATION IN MICHIGAN
Michigan Department of Education

PREPARING PROFESSIONALS FOR FAMILY LIFE AND HUMAN SEXUALITY EDUCATION
Michigan Department of Public Health, Bureau of Personal Health Services

CONTEMPORARY FAMILY LIFE, A COURSE GUIDE, Cliff Allen
Allen, Johnson and Roberts, 1973
Parkrose High School
11717 N.E. Shaver St., Portland, Oregon

SECONDARY LEVEL, CONSUMER EDUCATION - An Introduction to
Consumer Union of United States Inc., Educational Services Division, Mount Vernon, New York

THE COMMON GOALS OF MICHGIAN EDUCATION, Second Edition (Tentative)
Michigan Department of Education, 1978

THE SABER TOOTH CURRICULUM Peddiwell, J. Abner
McGraw-Hill Book Company, Inc., 1939

THE GREENING OF THE HIGH SCHOOL, Weinstock, Ruth
Educational Facilities Laboratories, Inc., 1973

DEVELOPING BASIC SKILLS PROGRAMS IN SECONDARY SCHOOLS, Daisy G. Wallace, Editor, Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314

Exhibit 8-C-1

Recommended Resources for: CURRICULUM PLANNING

TAXONOMY OF EDUCATION OBJECTIVES, The Classification of Educational Goals, Handbook I: Cognitive Domain, Benjamin S. Bloom, Editor. Longman Inc., New York

GLOBAL STUDIES FOR AMERICAN SCHOOLS, Mehlinger, Hutson, Smith, Wright
DEATH AND DYING EDUCATION, Ulin
MINICOURSES, Heitzmann
FUTURISM AND FUTURE STUDIES, Kauffman, Jr.
National Education Association Publication, Washington, D.C.

TOUGH AND TENDER LEARNING, David Nyberg,
National Press Books, 850 Hansen Way, Palo Alto, CA 94304

RETURN TO DISCIPLINE, Bill Borgers
Gross Print, 312 W. Jackson, Harlingen, TX 78550

HUMANISTIC EDUCATION: Objectives and Assessment, Carthur Coms, Chairman, Association for Supervision and Curriculum Development
1701 K Street, N.W., Suite 1100, Washington, D.C. 20006

CLAS—COMPUTER LITERACY AND AWARENESS FOR STUDENTS, Resources and Activities for Elementary, Junior High and Senior High School, developed by the Tri County Computer Consortium, Macomb County Intermediate School District, 44001 Garfield Road, Mt. Clemens, MI 48044

Exhibit 8-C-2

CHAPTER 9

PREPARATION FOR A WORLD OF EMPLOYABILITY

There are assumptions in the title, the most obvious that we will continue to live in a society whose values and structures are job oriented. There will likely continue to be jobs, but economists tell us that over half the categories with which we are now familiar will not even exist in the 21st century. There must be, therefore, a futuristic outlook to any career awareness education that proposes to fit youngsters for life styles and careers twenty years from now.

Meanwhile, MASH affirms the immediate benefits of success in any job or vocational training opportunity. Several research studies link hands-on experiential education with successful rehabilitation of school drop-outs. Based on four years of experience, MASH concludes it is appropriate to require all students to work half days or receive vocational training. The softness of the job market is the only limitation, and MASH is responding by attempting to establish unpaid apprenticeships and supervised volunteer service opportunities. The staff recently applied to the Five-County CETA Consortium for funding to establish a recycling center for metal, glass, and paper waste products, hoping thereby to create entry level job opportunities which could be closely supervised for students deemed unemployable. That attempt was not successful, but another model worthy of consideration is Rick Benedict's school in Comstock where students build and sell furniture and other wood products on site.

Preparing youth for what is often their first job gives a practical thrust to Career Education Class activities. It seems essential, at least in Marquette, that youngsters understand and at least partially accept the traditional expectations of the American "work ethic". Regular attendance,punctuality, acknowledgement of authority, listening to directions, attention to detail, follow-up -- such traits are discussed and practiced at school. In addition, students must demonstrate competency in job interviews and filling out applications. Interests and abilities are tested in order to increase vocational options, but to do so with a note of realism.

In addition to serving as teacher and counselor, the Job Coordinator devotes considerable effort to creating work experience opportunities. Major assistance is provided through the Marquette-Alger Intermediate School District and the Community Action Board, both of which administer subsidized job placement programs. The Michigan Employment Securities Commission has provided special job search assistance to our students.

Private sector jobs are usually scouted out by the Job Coordinator with special help from business persons who are members of the Citizens Advisory Committee. MASH youth have become adept at being the first to spot openings when they appear in the local newspaper.

The day of reckoning is when actual interviews take place. These are the times the Job Coordinator has to blend a tough brand of realism with the ability to help youth who are suffering the devastating effects of rejection pick up the pieces and try again. These are practical survival skills.

After a job is procured, follow-up is crucial. Fears of failure must be allayed, and employers need to be assured that the Job Coordinator will stand with them, sharing the responsibility for making placements successful. The same support is needed at the Jacobetti Skill Center. Other trainees in that setting are older; supervision is looser, and instructors are not always sympathetic.

But with continuous monitoring and encouragement, increasing numbers of MASH students are taking advantage of training opportunities which can render them highly marketable by the time they graduate from high school.

The following are statistics for the last three years, a period of worsening economic recession in the Upper Peninsula. They indicate numbers of students receiving a successful rating for work experience or vocational training which entitles them to academic credit (1/4 to 1/2 each nine weeks.)

1978-79	54 employed	6 in vocational training
1979-80	51 employed	13 vocational training 24 night school or GED
1980-81	68 employed	19 vocational training 14 night school or GED

Exhibit 9-A indicates the range of job placements that are possible, and 9-B is the Employer Rating Form.

What an advertisement employability preparation can be for alternative education! Statistics abound; non-urban youth who are high school drop-outs are three times as likely to be unemployed as their high school graduate counterparts. Add to that the fact that an inordinately high percentage of the juvenile crimes are committed by this group. (Department of Labor Report - See Appendix) Estimates of the cost of not educating all our youth go as high as 78 billion dollars annually. (Keeping Students in School"-. American Association of School Administrators, 1981).

JOB SITES

Medical Center
Intermediate School District
Big Boy Restaurant
Speedway Gas
Boy Scouts District Office
Holiday Gas Station
Mike's Supermarket
R.S. Scott Assoc., Architects
O'Dell's Market
Plaster Palace
Lake Superior Press
Burger King
ISD Regional Educational Media Center
Big Bay Hotel
Headstart
Marquette Mall
Alternative High School
Villa Capri
Holiday Inn
Bishop Baraga Elementary School
Olympia Bowling Lanes
Air Force Recruiting Office
Comfort Center
Clark's Gas Station
Gary Boyer, Accountant
Marquette High School Cafeteria
Alternative High School office
NMU Day Care
Crow's Nest
Dupras Racine Realtors
Army Recruiting Office
Vandenboom School
St. Michael's School
Nanny Nursery
Pine Ridge Apartments
Beef-a-roo
Frei Chevrolet
Midway Restaurant
Ponderosa
Coachlight Restaurant
Chinese Palace
King Auto Sales

Exhibit 9-A
MASH 82

M.A.S.H.

Youth Employment Service

WORK EVALUATION

Employee ____________________

Employer ____________________

Address ____________________

Phone ____________________

Job Counselor ____________________

Phone ____________________

Date ____________________

Total hours for marking period __________

Supervisor ____________________

CHECK BOX which best describes employee

	5	4	3	2	1		
	Exceptional	Above Average	Average	Below Average	Poor	Not Applicable	Suggestions
Initiative - shows energy in quickly tending to tasks							
Appearance							
Punctuality							
Reliable - completes assigned work promptly and does satisfactory work							
Care of Equipment and Working Area							
Learns Tasks Well							
Communication - expresses themself well and listens well							
Attitude Toward Supervisor							
Attitude Toward Fellow Worker							
Accepts Criticism Well							

TOTAL POINTS ____________ (Minimum of 90 points needed for credit)

Exhibit 9-B

CHAPTER 10

STAFF DEVELOPMENT FOR GROWTH AND RENEWAL

When students are asked what makes the difference at an alternative school, they mention first, "the teachers". And these are students previously convinced that "teachers don't care about kids like me." (See Attitudinal Survey, Chapter 11)

Natural teachers may be born, but they are also taught. Alternative school teachers typically are not satisfied with the way things are and constantly seek better ways of relating, imparting information, demonstrating skills, increasing motivation, and inspiring hope. A well-planned sequence of professional staff development activities will support this inclination.

The nature of the events should be determined by the teachers. Early in the fall, teachers should be asked to develop personal and professional job targets for the school year. Ask them also to suggest activities that will promote growth in the areas they have defined. Individual lists can then be made into a composite which will focus on areas of growth common to most teachers and activities that are relevant for all. (See Exhibit 10-A which is a composite of MASH teachers' lists, and Worksheet 14 which is for your teachers' use.)

Exhibits 10-B and 10-C describe Professional Development activities conducted at MASH during 1979-80 and 1980-81. There are two primary objectives: renewal and new skill development. Because of the emotional intensity of relationships and the time-consuming nature of individualized instruction, alternative school teaching can be draining and disillusioning. It seems as if the school is a forgotten island in a sea of alligators; youngsters pose seemingly insolvable problems day in and day out, and bombard teachers with dissident opinions and radically divergent life styles. This is the same setting which generates dramatic attitudinal changes, learning spurts, short of miraculous, and lives literally saved. The ups and downs need to be shared--hence the importance of staff members becoming a support group for each other. Daily planning time can promote this if only to bring everyone together. Informal social contacts are important (the MASH staff does well with pot-luck dinners, guitar and song).

A significant personal growth/support group activity for the MASH staff was a retreat overnight at the nearby Big Bay Inn (inexpensive--no heat)! The weekend, led by Howard Tamminen, achieved its purpose of bringing about greater awareness of self and others. Some pain resulted--and significant growth.

Requests for specific skill training have clustered in two areas: counseling techniques and individualized instruction. Outlines are included as Exhibit 10-D for a workshop on group counseling, another on practical considerations in course construction. More far-reaching in scope was the Saturday morning workshop on curriculum. An example of specific skill training was the intensive workshop on computer usage led by Rosie Bogio from Grand Rapids. Another activity, highly commended to you, is participation by the whole staff in the Annual Conference of the Michigan Association for Educational Options. There you will meet kindred souls and be able to attend two and a half days of presentations on specific aspects of alternative education.

An additional MASH activity has been to identify effective teaching behaviors. During the second year of operation, teachers recorded significant learning events, noting techniques which seemed to be effective. A composite list was developed with a number indicating how many of the five staff people chose each technique. (See Exhibit 10-E).

There has been strong emphasis at MASH on positive interactions, "catchin' kids being good", (to borrow a phrase coined by IV,C Project evaluator, Dr. Paul Devin). As part of the staff evaluation process, the MASH Principal recorded positive and negative interactions during three classroom observations of each teacher. Negative interactions totaled 14% in 1979-80. It is neither reasonable nor possible to eliminate negative events --"no" has to be said; the important thing is the process of intentionally emphasizing the positive. A technique teachers tried was to mark +'s and -'s on the palm of one hand, trying to bank at least 2 pluses before letting go with a negative volley. This exercise made everyone more aware of how often they let "negativism" creep into their daily interchanges.

During the third year, effective teaching behaviors were consolidated into a check-list which was used by the Principal during classroom observations. A total of 15 observations of 5 staff members yielded 379 effective behaviors or 89% of the total, as opposed to 11% ineffective. This material is included as an aid to your thinking about effective teaching. (See Exhibit 10-F).

The most important measure should be in terms of outcomes for kids. You can be sure teachers are doing a good job if many of the students are attending regularly and are learning much of the time.

PERSONAL PROFESSIONAL JOB TARGETS

M.A.S.H. STAFF, 10/11/79

PERSONAL GOALS FOR PROFESSIONAL DEVELOPMENT	ACTIVITIES TO HELP ACHIEVE THE GOALS
1. Identify and address student needs and problems.	1. Introduction to TA (Life Class) Substance abuse training.
2. a.) Identify and address student academic problems. b.) Practical help in individualizing structure.	2. Individualizing curriculum - Workshop - How to set up learning centers and contracts.
3. Interpreting and applying test scores for both course outlines and induvidualizing.	3. Consultant re testing.
4. How to develop course curriculum for an alternative high school.	4. Curriculum Construction course-invite other Alt. Ed. teachers? Regular school?
5. How to achieve more flexibility in structure.	5. Internal inservice time being exposed to alternatives and brainstorming - results in planning.
6. Consensus about program goals.	6. Getting to know person. Getting to know philosophy.
7. Keep up to date re subject matter, methods, materials, evaluation.	7. Conferences & workshops, professional journals, visits, inter-family events.

Exhibit 10-A
MASH 82

PROFESSIONAL DEVELOPMENT ACTIVITIES

MARQUETTE ALTERNATIVE SENIOR HIGH

E.S.E.A. Title IV,C Alternative Education Development Project, 1979-80

Process 1.1 - Workshops and Professional Development Activities,
With Number of Staff in Attendance

1. IV,C Project Planning Workshops
   a. Mar.28,1979, Half-day Planning Session for Staff 7 of 7 present (100%)
   Jay Mathison, Consultant with Marquette Alger Intermediate School District led discussion of over-all direction of the three year project.

   b. April 18, 1979, Half-day Planning Session for Staff 6 of 7 present (86%)
   Judy Ingram presented questionnaire geared to specific project objectives for 1979-80.

2. Summer Workshop on Optional Alternative Public Schools 4 of 6 present (66%)
   June 18-29, 1979, the School of Education, Indiana University, Bloomington.

   A two week workshop including a weekend conference and two graduate level courses entitled S 550 - Analyzing Teaching Styles, and S503 - Secondary School Curriculum (See Attachments #1 & 2).

   Staff members attending were:
   - Lauri Zorn-Gillet, teacher of English (Critique, Attachment #3)
   - Scot Stewart, teacher of Science and Photography
   - Marigence Richardson, Coordinator of Support Services/teacher (Critique, #4)
   - Judy Ingram, M.A.S.H. Principal and IV,C Project Director (Critique, #5)

   As an alternate to the above, Marilyn Gorski, teacher of Social Studies, attended a two-week workshop at Northern Michigan University on "Future Studies in the Classroom", led by Sherry Schiller. This became the basis of a new course, "Studying the Future", developed and taught by Ms. Gorski at M.A.S.H. in the fall of 1979

3. Two Day Pre School In-Service for M.A.S.H. Staff 8 of 8 present (100%)
   August 29-30, 1979 - led by Howard Tamminen and Marigene Richardson
   First day focused on content and process for newly developed LIFE Class; second day, with school policies and the setting of personal professional goals to be the basis of future professional development activities (Attachments #6 & #7).

   Staff members attending were:
   - Howard Tamminen - Principal
   - Lauri Zorn-Gillet - teacher of English
   - Joe Knauf - teacher of Mathematics
   - Marilyn Gorski - teacher of Social Studies
   - Scot Stewart - teacher of Science/Photography
   - Doug Johnson - Career Education teacher and Job Coordinator
   - Marigence Richardson - IV,C Coordinator of Support Services
   - Judy Ingram, IV,C Project Director

4. Weekday Planning Sessions 7 of 7 present (100%)
   11:30 to 12:15 each school day, led by the Principal
   Daily planning plus sharing of materials and techniques.

   Attended by all 7 members of the teaching staff plus the teacher aide.
   IV,C Project Director in attendance once a week.

Exhibit 10-B-1

5. Half-day In-Service Events — 7 of 7 present (100%)
Scheduled as part of IV,C Professional Development Sequence, during release time once per month. Led by Principal.

September - Tom Drake evaluation of M.A.S.H. program
October - Criteria for student selection
November - Ways of disciplining, diverting negative behavior
December - Effective use of parent conferencing
January - Developing mini courses in response to student requests
February - C.I.T.'s and effective teacher behaviors
March - Paul Devon re '80-'81 IV,C plans
April - Developing concensus on statement of purpose
May - Brainstorming changes in M.A.S.H. program & schedule & policies

Attended by all 7 members of teaching staff plus teacher aide.

6. Program Development Workshop - Tom Drake — 8 of 8 present (100%)
September 28, 1979.
Consultation with staff and evaluation of current program status by former director of New Horizons drop-out program in Des Moines, Iowa, Tom Drake. (See Attachment #8)

8 of total staff of 8 present.

7. Special Conferences - attended by staff members with special interests and potential applications. — 5 of 8 attended (63%)

a. "Alternate Futures in Education", World Future Society Conference, Minneapolis, Minnesota, October 18-21, 1979. #9
Three day workshop on projections for the future and implications for education.

Attended by three members of the total staff of eight:
Scot Stewart - teacher of science/photography
Doug Johnson - teacher of career education and job coordinator (Critique, Attachment #10)
Judy Ingram - IV,C Project Director.

b. As an alternate to the above,
Laurie Zorn-Gillet attended the Michigan Reading Association Conference in Grand Rapids on

c. As an alternate to the above,
Howard Tamminen attended, along with Judy Ingram, the annual conference of the Michigan Association for Educational Options in Grand Rapids, April 16, 17, 18, 1980.

Three days of presentations, school visitation, and exchanges with alternative education leaders throughout the state. (See Attachment #11) Howard and Judy gave two presentations about M.A.S.H., and Judy elected to the Board of Directors of the Association.

d. Judy Ingram and Howard Tamminen also attended the four-day conference for Title IV,C Directors at Kalamazoo, February 25-29, 1980.

Exhibit 10-B-2

8. Curriculum Course 8 of 8 present (100%)

Six Saturday morning sessions led by the Superintendent of Schools, Dr. Richard Klahn.

Topics included: assessing needs of students; using these and societal values as bases for establishing program goals and objectives; the nature of learning; how to use planning models in designing program and developing courses; evaluation and its uses. (See course description, Attachment #12 and Statement of Philosophy #13).

Sessions were held on the following dates: November 10, November 19, December 1, 1979, January 19, January 26, March 21, 1980.

All eight members of the full staff plus the teacher aide attended all sessions of the course.

9. Staff Development Retreat 10 of 8 present (125%)!

Big Bay, Michigan, February 15-16, 1980

Scheduled in response to professional development needs identified by teachers, a two day program of activities designed to help staff members know themselves and each other better, improve communications and develop abilities to work together as a team. (See Attachement #14 which includes schedule and evaluation).

All eight staff members attended plus the teacher-aide and the secretary.

10. Dorothy Orput Workshop. 8 of 8 present (100%)

April 25 - 26.

Teacher/consultant from SWS, Central High School, St. Paul, Minnesota instructed staff on ways of individualizing curriculum to meet specific needs of students. (Attachment #15).

All eight staff members attended.

Exhibit 10-B-3

Project Log of Scheduled Training Sessions 80-81

Nature of in-service:

Group Counseling Techniques - through lecture, discussion and group dynamics exercises, staff members gained skills and understanding to improve their performance in LIFE class and other counseling sessions.

Participants: Dr. Armas Tamminen

Date: October 23-24, 1980

100% of M.A.S.H. staff plus 2 IV-C staff members

Nature of in-service:

Positive Products of Testing and Evaluation - Half-day in-service on the above, plus classroom observations and consultation with IV-C staff.

Participants: Dr. Paul Devin, IV-C Project Evaluator and
Principal of Callanan Junior High School,
Des Moines, Iowa.

Date: October 30-31, 1980

100% of M.A.S.H. staff plus 2 IV-C staff members

Nature of in-service:

Curriculum Development: How to Prepare Course Outlines Presentation of materials prepared by Dr. Susan Black and through ASCD, plus two half-days to prepare semester-length course outlines.

Participants: Judith Ingram, IV-C Project Director

Date: February 18-19, 1981 and March 13, 1981

100% of M.A.S.H. staff plus 1 IV-C staff member

Exhibit 10-C-1

Nature of in-service:

Substance Abuse Workshop - Half-day workshop for all district teachers K-12

Participants: District personnel--professional and non-professional

Date: March 16, 1981

100% of M.A.S.H. staff

Nature of in-service:

Instructional Applications of Micro-computers
Lecture, demonstration and hands-on experience with Apple micro-computers and representative in instructional programs

Participants: Rosie Bogo, Computer Consultant for Alpha II,
Grand Rapids, Michigan

Date: March 30-31, 1981

100% of M.A.S.H. staff, 2 IV-C staff members, plus 2 middle school teachers

Nature of in-service:

Consultation re: IV-C Project
Consultation with IV-C staff and M.A.S.H. visitation

Participants: Pat Slocum, Program Consultant for E.S.E.A.,
Title IV-C Michigan Department of Education,
Lansing, Michigan

Date: March 30-31, 1981

100% of M.A.S.H. staff plus 2 IV-C staff members

Nature of in-service:

Attendance at Annual Conference of the Michigan Association for Educational Options, Midland, Michigan
2 days of lecture, workshops and discussion of issues, techniques, and strategies in alternative education

Participants: Geraldine Kosberg, South Boston High School
Ed Vandette, State Board of Education
state legislators, alternative school directors,
and teachers throughout Michigan

Date: April 30-31, 1981

100% of M.A.S.H. staff plus 2 IV-C staff members

Exhibit 10-C-2

CURRICULUM WORKSHOP

Marquette Alternative High School
1979-80
Title IV-C Project - Rural Alternative Program Development

The need to establish a philosophical and intellectual frame of reference that will enable the participants in this Workshop to "think and discuss" the forces that shape curriculum in American public schools.

A. Historical background and antecedents of curriculum.

B. Agreement on developing, not a curriculum theory, but a process to enable "two minds to share one thought."

C. Problems associated with developing a definition of curriculum (discussion).

   1. Persistent problems of democracy
      a) Peace
      b) Civil rights
      c) Worth of the individual
   2. What should schools teach?
   3. What should students learn?
   4. Reference outline

D. A description of the general population and the impact of the egalitarian philosophy of contemporary society.

   1. Norm referenced vs. competency based evaluation
   2. 66- 2/3% are average
   3. Schooling vs. education
      a) Acquisition of knowledge vs. performance

E. What should be included in a program of studies?

   1. What should teachers know?
   2. What should teachers do?

F. Wrap-up

   1. Definition of curriculum
   2. Tentative agreement in process

Exhibit 10-D-1
MASH 82

TRAINING SESSIONS FOR TEACHERS
INTRODUCTORY SESSION

DAY ONE

An introductory session emphasizing effective educational use of microcomputers.

- Equipment set up and precentive maintenance
- Use of the keyboard, ASCII, editing and control characters
- Peripherals and their use including the cassette or Disk Operating System (DOS)
- Use of COPY programs for tapes/files (text, Binary)
- Review of types of available software

DAY TWO

- Use of facilitating software
- Basic BASIC
- Introduction to graphics
- Format for software evaluation and selection

FOLLOW UP SESSIONS

One to three day follow up sessions are also available.

These are designed to respond to the specific needs of each customer. They may include topics such as

- Troubleshooting individual problems
- A closer look at BASIC
- Introduction to PILOT
- Music and high resolution graphics (APPLE II)
- Utility software
- Additional peripherals - printers/modems/card readers

Alpha II, Inc. · 1630 S. Division · Grand Rapids, Michigan 49507 · (616) 241-2417

Exhibit 10-D-2
MASH 82

Exhibit 10-D-3

SUBSTANCE ABUSE: HIGHS & LOWS

MARQUETTE SENIOR HIGH SCHOOL March 16, 1981

1:00 - 1:20	Session A 1:25 - 2:05	Coffee Break 2:05 - 2:20	Session B 2:20 - 3:00
GENERAL SESSION LITTLE THEATER Rm. 156 Rose Moratti Nurse Mqt. Public Schools Hank Steede Mqt. Public Schools Police Laison, Mqt. City Police Dept. Bill Ostwald Counselor Mqt. Public Schools	CHILDREN FROM ALCOHOLIC HOMES IN YOUR CLASSROOM Rm. 252 Students who come from a home where alcoholism exists are bringing some special problems into the classroom. Some ideas and suggestions on how to recognize these students and how you can and can't help them are shared. Julie Elder, Substance Abuse Counselor, Mqt. General Hospital. Sally Hupy Closser, Counselor, Mqt. Public Schools.		HOW TO REDUCE THE RISK OF KIDS BECOMING HARMFULLY INVOLVED--AN AFFECTIVE APPROACH Rm. 252 Emphasis will be placed on the philosophy and techniques related to strengthening self-esteem and building interpersonal skills. Primary prevention, home-based prevention methods, and school-based prevention methods will be explored. Scott Satterlund, Training & Media Consultant, Project AIDE. Marlene Williams, Educational Helper, Project AIDE.
	TREATMENT OF CHEMICAL DEPENDENCY Rm. 152 This session will discuss alcoholism and other forms of chemical dependency as chronic illnesses and approaches used in treatment. Chuck Kangas, Substance Abuse Counselor, Mqt. General Hospital. Larry Braak, M.D., Medical Director, Substance Abuse Treatment Unit, Mqt. General Hospital.		INTERVENTION: HOW CAN YOU HELP SOMEONE TO GET HELP? Rm. 152 This session will explain techniques for helping friends, relatives, students, etc, to get help for their alcohol or chemical dependency problems. Community resources will be identified which can help in this process. Tom Manson, Outpatient Counselor, Mqt. General Hospital. Steve Lynott, Family Counselor of the Diocese of Mqt. Community Services.
	STUDENT SUBSTANCE ABUSE PROBLEMS: WHAT CAN BE DONE? Rm. 258 This session will address the unique problems of youth related to substance abuse and chemical dependency. Problems in referring, diagnosing, and treating youth will be discussed. Ray Hasenauer, Clinical Supervisor, Mqt. General Hospital. Susan Feldheusen, Counselor, New Visions Catholic Social Services.		EMPLOYEE ALCOHOLISM: PROBLEMS AND PROGRAMS. WHAT CAN BE DONE? Rm. 258 This session will address the special problems faced by employees and employers when an employee's alcohol problem begins to interfere with his job responsibilities. It also discusses both union and management approaches. Tom Pascoe, Director of UAW Employee Assistance. Bond Perket, Deputy Sup't. Pat Tikkanen, Sub. Abuse Coord, Mqt. Cnty. H. Dept.
	FILM--"IT CAN'T HAPPEN TO ME" Rm. 158 A high school cheerleader and football player deal with the problems associated with alcoholism. Jerry Sullivan, Health Ed. Teacher, MSHS		FILM--"SOFT IS THE HEART OF A CHILD" Rm. 158 A film dealing with problems faced by children of alcoholic parents. Open to all teachers. Bev Humpula, Math Teacher, MSHS

M.A.S.H. STAFF DEVELOPMENT RETREAT

February 15-16, 1980 Big Bay Hotel

Summary of Activities and Evaluation

A copy of program objectives and a pre-retreat time schedule are attached. Retreat participants were Marilyn Gorski, Judy Ingram, Cathy Johnson, Doug Johnson, Joe Knauf, Cheryl Peacock, Marigene Richardson, Scot Stewart, Howard Tamminen and Laurie Zorn-Gillet.

Howard served as facilitator, with Cathy and Doug assisting.

Activities. As the retreat progressed, some modifications were made in the pre-retreat time schedule. A narrative summary of activities follows:

Friday 2/15

1. Arrived Big Bay Hotel. Room pairings: Marigene and Marilyn, Cheryl and Laurie, Cathy and Judy, Joe and Scot, Doug and Howard. The Henry Ford Suite (also Doug and Howard's room) was our primary meeting area.
2. Session A
    a. Ground rules/introduction. (Howard)
    b. Warmup exercises.
        1) Pair exercise-expectations (Cathy). Participants were paired and asked to share with each other; a) a hoped-for outcome for the retreat, and b) a fear that they had. These were then shared with the total group and charted on newsprint (summary attached).
        2) Pair exercise - introductions (Howard). Participants were again paired with a different partner. Task: to tell partner your most meaningful experience between the ages of 5 and 22. These introductions were later

Exhibit 10-D-4

shared with the total group with each person describing his/her partner's experience.

c. Self-disclosure exercise (Howard). Task: each person was given a half sheet of newsprint and asked to draw (with markers) at least four symbols depecting his/her feelings about working at M.A.S.H. As these were completed they were posted around the room, without comment, and discussed later.

3. Supper

4. Session B - "Fairy Tale" exercise (Howard)

   a. The story "Fairy Tale" was read aloud.

   b. Total group discussion on Warm Fuzzies, Plastic Fuzzies, Cold Prickles. Where do they exist in our program?

   c. Exercise ended with people being asked to go to each other and to give each other some Warm Fuzzies.

5. After hours, primary activity was singing led by Doug and Howard on guitars.

Saturday 2/16

1. Breakfast

2. Session C

   a. Warmup - Back pounding exercise. (Triads-two do rhythmic back pounding of third for relaxation and expression of non-verbal caring.)

   b. Interpretation of self-disclosure drawings done during Session A. Each drawing was discussed and interpreted by the total group with the creator of each drawing remaining silent until all comments had been made. The creator then provided his/her interpretation as to what the drawing portrayed.

Exhibit 10-D-5

c. "Three Boxes" exercise (Doug). In this total group exercise, each person made a statement about the job strengths he/she saw for every individual present. The individual being described wrote down the statements as they were made. This was followed by a debrief in which participants were asked to react to the statements made about them.

3. Wrap-up and evaluation. A written evaluation sheet was distributed. (Summary attached.) Comments were invited in relation to the posted lists of hopes and fears for the retreat which had been developed in the first session.

Exhibit 10-D-6

E.S.E.A. Title IV,C Alternative Education Development Project

Product 1. 1979-80 Evaluation Design

OBSERVABLE TEACHER BEHAVIORS AND STRATEGIES THAT ARE EFFECTIVE AT LEAST SOME OF THE TIME WITH MANY (IF NOT MOST) ALTERNATIVE SCHOOL STUDENTS

Behaviors	Responses (7 possible)
I. Interactions	
1. Listen to and help students with personal problems	2
2. Ask questions that elicit student response and development of ideas	3
3. Accept feelings of students	1
4. Able to share self feelings and values with students - be ready to test and question	5
5. Able to share with students responsibilities for the bad times; apologize if appropriate	4
6. Assume variety of teacher roles including: participating as an equal; providing leadership and direction; being a facilitator and resource	5
7. Have fun with students; share humor.	4
8. Catch kids bein' good, praise and encourage	6
9. Reflect unconditional positive regard for dignity of human beings	1
10. Demonstrate caring	6
11. Willingness to lead, establish boundaries, control when necessary.	4
12. Willing to confront students with reality and help them face consequences of their actions.	5
13. Have the confidence to be yourself	1
14. Take time to "be" with students, to get acquainted and share, participate with	3

Exhibit 10-E-1
MASH 82

15.	Seek out one-to-one opportunities to communicate/teach. Don't miss	5
16.	Promote student-initiated discussion/ student teaching	1
17.	Be definite with students about behavior limits, what they are expected to do.	4
18.	Accept and use ideas and interests of students as springboards for further learning.	3
19.	Encourage communication, mutual help and support among students	4
20.	Believe in kids enough to give them real responsibility.	3
21.	Hold high expectations (which are attainable). Encourage excellence	4
22.	Convey own interest and enthusiasm for learning as means of motivation	4
23.	Demonstrate zest for living.	5
24.	Use positive strokes to divert negative behavior	3
25.	Create learning opportunities out of relevant and immediate experiences.	4
26.	Organize class into groups or individuals, depending on needs	1
27.	Be willing to get involved and participate with kids	3
28.	Share self as a means of promoting hope for and possibility of meaningful future life.	4
29.	Accept each other and students as whole persons, cognitive, affective; good and bad; sometimes successful, sometimes failures ... always fully human. Work with both the +'s and -'s.	5

Exhibit 10-E-2
MASH

Behaviors	Responses (7 possible)
II. Teaching - Learning Strategies	
1. Adapt material from several sources other than textbooks, hands-on	7
2. Provide out-of-school experiences - field trips, skating parties, etc. broaden curriculum	3
3. Bring community resources into school and move students out into community	4
4. Select and assign material individually as per needs and interest	4
5. Use student learning contracts	1
6. Act as a Facilitator and Resource for students	2
7. Encourage students to plan and take responsibility	4
8. Participate as part of group activities	1
9. Invent new learning materials and techniques, including multi-sensory	2
10. Help students clarify and commit to learning objectives and to self-evaluate progress	2
11. Encourage discussions probing issues and requiring analysis, synthesis, evaluation	2
12. Have a general plan for each class session including objectives and activities	4
13. Build flexibility into planning so can be responsive to students immediate needs	6
14. Provide variety of activities appropriate to variety of student abilities and interests	6
15. Establish general learning objectives and goals for the class plus specificity for each individual.	2

Exhibit 10-E-3

16.	Use Teaching Techniques that require small group decision-making and cooperative activity	2
17.	Encourage students to teach each other	4
18.	Help students become independent learners	6
19.	Combine individualized study with small groups activities	3
20.	Develop cross-class interdisciplinary learning activities	3
21.	Team teach where appropriate to objectives and educational goals	1
22.	Use a.v. materials and tie to learning objectives and educational goals	1
23.	Develop - select - use tests to measure student progress and to improve teaching.	1
24.	Encourage and help students to do something for someone else	2
25.	Provide for feedback to improve learning and build ego.	3
26.	Offer lots of individual attention	4
27.	Support skill development in content areas	1
28.	In group activities, provide for the special limitations of some participants	1
29.	Encourage students to create new materials/techniques	2
30.	Use techniques to encourage right brain activity: intuition, imagination, creativity ...	3
31.	Use formal and informal means of assessing each student's entry level	5
32.	Select learning activities for affective growth as well as cognitive	3

Exhibit 10-E-4

TEACHER OBSERVATION CHECKLIST

TEACHER ROLE			
Utilize variety of roles			Trad. authoritarian role
Able to lead and set limits			Laissez-faire
Able to confront with consequences			Avoid confrontation
Share responsibility for good times and bad			All blame on kids
Give clear directions			Vague or no directions
Convey enthusiasm for living-learning			Bored, depressed
Have fun			Sad and sour
RELATIONSHIPS			
Catch kids "bein' good" praise & encourage			Criticize and put down
Share feelings & values			Withhold self, aloof
Demonstrate caring			Insensitive, alook
Encourage students to help, teach each other			All teacher-directed
Be accepting of peoples as they are			Rejecting
Convey high expectations			Demonstrate "little faith"
INSTRUCTIONAL TECHNIQUES			
Develop 1:1 opport. to reach/teach			Relate only to group
Utilize relevant and immediate experiences			Irrelevant learning
Materials from several sources			Use only textbooks
"Personalize", individualize assignments			Everyone do same things
Have daily lesson plan			"Wing it"
Flexible--responsive to immediate needs			Rigid adherence to plan
Variety of learning activities			One set of activities
Promote independent learning, responsibility			Do it for them
Assess student's ability & achievement levels			Ignore where student is
Evaluate progress			No accountability
Utilize community resources			Limit to classroom

TEACHER____________________ OBSERVER______________________ DATE__________

2/81

Exhibit 10-F
MASH 82

CHAPTER 11

ACCOUNTABILITY THROUGH STUDENT ASSESSMENT AND PROGRAM EVALUATION

Although accountability may have become a contemporary "buzz word", the larger issue of assessment and evaluation of an educational enterprise is a perennial one. Why should careful attention be given to the matter? Simply because program effectiveness cannot be ascertained without measuring outcomes for students in terms of gains in cognitive knowledge, changes in self concept, improved behavior patterns, and other dimensions of the alternative school experience.

Sometimes the complaint is registered "why should experimental programs be subject to rigorous assessment?" Whether one agrees with this or not, the conventional wisdom in our society accepts evaluation of K-12 traditional education in terms of how many students matriculate to college, the number of merit scholars, and other cognitive accomplishments. The correlation between the quality of schooling and these results is unclear.

The need to assess non-traditional education programs is not based on "proving" that the process is "better or worse" than traditional programs, but to establish that the project is accomplishing, to a reasonable degree, the goals set forth at its inception.

You will need to know the characteristics or traits of students that attend your alternative school. By determining a Student Profile you will get a handle on the complex personal and social problems confronting your students and how these should influence the direction of your program. Note that the MASH Profile form included as a part of Exhibit 11-C, contains questions on family status and legal involvement, as well as data on age, sex, grade, etc. By developing a composite profile each year, you will be able to identify trends, e.g. MASH students are a year younger and also more likely to be predominately male in 1982 than was the case in 1979. Important to us; even in Marquette, Michigan, over half of our students do not live in traditional two parent homes and 67 percent have previous court involvement.

Next in importance is to ascertain each student's achievement level in basic skills. The "Stanford Diagnostic Tests in Reading and Mathematics" (blue level) are recommended because, in addition to measuring performance in grade level equivalencies, they provide diagnostic information that identifies areas of deficiency. Teachers need this information to choose appropriate materials and to develop realistic study plans. Test results should be shared with students in terms of areas of strength which can be built upon. It is important to take the time to sell the positive dimensions of testing; previous experience will have conditioned students to fear a process used to identify them as inadequate and failures. One is tempted to propose that test results should belong to the student and be shared only at his/her initiation.

The Stanford tests should be administered pre and post in order to measure gains. It is important to emphasize that it does not matter where a student starts--it's the amount of progress that is significant. Composite gain is a valid measure of program effectiveness.

Achievement levels and gains for MASH students are recorded in Exhibit 11-A. Note that average grade equivalency in reading is 8.8 and in math, 7.8 with 10 percent of the students scoring about 12th grade!

Composite annual gain in reading has been .74 years and in math, 1.1 years.

A supplement to assessment of cognitive skills is a learning styles inventory. The one by Dunn, Dunn, and Price can produce information useful in individual counseling, and be of additional value if your program has the flexibility to experiment with many kinds of learning situations. (See Formal Tests, Exhibit 11-B)

Alternative schools should give considerable attention to the matter of self-concept and whether or not the program can bring about improvement. Measures are, of necessity, indirect. The Attitudinal Survey, included in Exhibit 11-C was developed locally and will indicate how student perceptions about school and life change as the result of an alternative school experience.

MASH results were dramatic:

	Before MASH	After MASH
Positive feelings about teachers..............	15%	90%
Positive feelings about school activities.......	27%	80%
Positive feelings about high school completion.	11%	83%
Positive feelings about life's tasks............	49%	87%

You may wish to corroborate such evidence by administering a nationally normed test such as the "Tennessee Self Concept Scale". MASH did this and correlated results with teacher's perceptions of which students had improved in this area.

Student vocational interests are important to assess. Holland's "Self Directed Search" is easy to give and is self-scored, an advantage over the more complete "Kuder Occupational Interest Survey" and the "GATB/OVIS" instruments presently being administered in MASH Career Education classes. "The World of Work" attempts to sample ability at handling certain kinds of cognitive tasks associated with various types of work. (See Exhibits 11-B and 11-C.)

Examine the ARI form (Ability Related Instruction) in Exhibit 11-C. It can be useful if you wish to compile what you have discovered as an aid to planning learning activities appropriate to each student. Have your students fill out the forms; this can be part of an instructional unit in developing a life plan. Alternative school students need particularly to plan for the future with optimism and realism.

Credits earned, job performance and attendance should be measured both in terms of individual progress and program effectiveness. Credits must be recorded carefully as an aid to students in selecting courses that meet necessary requirements. Total credits will be an indicator of the volume of academic success achieved during the year.

> Carnegie units went up at MASH (along with enrollment) from 213.8 in 1978-79 to 351.8 in 1979-80 and 402.5 in 1980-81. See forms in Exhibit 11-D.

Job statistics should include the number of placements at work and in vocational training and also the degree of success. Use a rating sheet like the one included in Exhibit 11-D and ask employers or vocational instructors to fill one out every nine weeks.

> At MASH, we keep the scoring requirement high and last year, 76% of the 87 students on jobs or on vocational training received satisfactory performance ratings.

Attendance should be kept as a means of improving it. It is an important indicator of a student's self-image and discipline. In composite form, it is one major ingredient of program effectiveness.

> During the first three years of operation at MASH, average yearly days in attendance (of a possible 180)

> fell from 152 the first year to 142 to 126. This occasioned in-depth analysis of changes in the type of students coming to MASH and the viability of various attendance policies. We conducted a comparison study of those students for whom we had attendance figures the previous year in the regular high school. Our study showed 20 more days (4 weeks) of attendance at MASH.

Attendance records yield data for establishing a program retention rate. At the end of each year, you should compute the number of students who graduate or are still in the program with the total enrollment. Delete those students who move away involuntarily or transfer to other educational programs.

> Our composite three-year retention on a total of 324 students, is calculated at 71%.

A follow-up study of graduates is rewarding and provides a valued indicator of long-term effects. You will need to establish criteria for determining successful adjustment; we chose employment and rate of recidivism.

> Results, available in Exhibit 11-E, indicate that of 63 graduates, 73% are employed full time, are in the armed forces, or attending college. Only three graduates are known to have been involved with the law (7% as compared to 67% of entering students).

A carefully planned and administered testing and evaluation system will provide much more than numbers to be placed in a student's file. Through interpretation and use of the results, it will be possible to:

--individualize instructional programs
--identify strengths and aptitudes that spell success
  rather than failure for the student
--meet the real, and anticipated needs of students
--measure individual growth
--provide the facts and figures for program accountability

Students are understandably wary of taking tests but when they are "partners" in the process rather than "subjects", then testing is not such a formidable experience and, in fact, can become a means of growth. To quote Judith Singleton ("Testing and Evaluation"):

> Competent testing and evaluation is the keystone to facilitating rather than impeding learning, enhancing rather than blemishing self-image, nurturing the behaviors of adjustment rather than maladjustment.

Statistical results will build credibility for your program. As important, are the many "people" stories you cannot share, but which help you know that your program is effective in significant non-measurable terms. Some narration is appropriate and should accompany statistical data as part of your year-end evaluation report. Prepare such a report in terms of the objectives you established for the program at the beginning of the year. Document results carefully and do not hesitate to indicate failure. Though you may be frustrated by what has not been accomplished, rejoice in the gains that have been made---they are gains that translate into young lives that now become worth living.

ACCOUNTABILITY THROUGH TESTING

The Stanford Diagnostic Skills Tests in Reading and Mathematics are the core of the testing battery administered to all students. Results are used by teachers as a diagnostic tool and to assess growth. The scores are translated into grade equivalent levels.

Stanford Diagnostic Reading Test

1978-79	Composite of 22 students		Individual GE range			
	Pretest	9.4	Highest	13.0	Lowest	3.3
	Posttest	9.9	Highest	13.0	Lowest	3.2

Mean gain of .5 in 8 months of instruction

1979-80	Composite of 49 students		Individual GE range			
	Pretest	8.5	Highest	13.8	Lowest	2.8
	Posttest	9.7	Highest	14.5	Lowest	3.3

Mean gain of 1.22 in 8 months of instruction

1980-81	Composite of 51 students		Individual GE range			
	Pretest	8.9	Highest	14.5	Lowest	3.8
	Posttest	9.4	Highest	15.1	Lowest	4.5

Mean gain of .5 in 8 months of instruction

Average annual gain (over three years) is 0.74

Stanford Diagnostic Mathematics Test

1978-79	Composite of 28 students		Individual GE range			
	Pretest	7.6	Highest	12.0	Lowest	2.5
	Posttest	9.4	Highest	12.2	Lowest	3.5

Mean gain of 1.8 in 8 months of instruction

1979-80	Composite of 49 students		Individual GE range			
	Pretest	7.6	Highest	12.1	Lowest	4.6
	Posttest	8.4	Highest	13.1	Lowest	4.6

Mean gain of .8 in 8 months of instruction

1980-81	Composite of 49 students		Individual GE range			
	Pretest	7.9	Highest	12.6	Lowest	3.5
	Posttest	8.7	Highest	11.9	Lowest	3.7

Mean gain of .8 in 8 months of instruction

Average annual gain (over three years) is 1.1

Exhibit 11-A
MASH 82

- The Student Self Assessment Sheet was developed locally to measure student attitudes and aspirations about high school completion and later success. The results are correlated with teachers' opinion regarding each student and with results of the Tennessee Self Concept Scale.

Student Assessment - 1980-81

	Before MASH	*After MASH*
Positive about teachers	15%	90%
Positive about school activities	27%	80%
Feelings about school success	11%	83%
Feelings about success in life	49%	87%

- The Tennessee Self Concept Scale, a nationally normed instrument, is designed to provide a somewhat objective assessment of self-concept.

  Fifty-six percent demonstrated improved self-concept in posttests administered in the spring of 1980-81.

- Other formal testing includes the GAT B (General Aptitude Test Battery) and the OVIS (Ohio Vocational Interest Survey) which are used by the Job Coordinator, and a Vocational Career Assessment battery administered by the Northern Michigan University Skill Center.

- A student's performance on-the-job or in vocational training is an important indicator of growth and learning. Scored evaluations by employer and coordinator assess performance on a regular basis.

  76% of students involved in jobs or vocational training received satisfactory performance ratings during 1980-81.

- The Student Survey Sheet gathers personal data about the students. Taken from survey results, Fall, 1981:

  Profile of the "average" MASH student is: 16½ years old, dropped out of school and learned about the Alternative School from friends; he is in the 11th grade, is not employed, does not live in a 2-parent home, has had contact (probation, parole or arrest) with police. He or she has 4 brothers and/or sisters; grade equivalency in MATH is 7.8 and in READING is 8.8.

- Indirect measures of program success are attendance records, and retention.

  Attendance for 87 students who either graduated or were retained through the end of 1980-81 was 34.3 days per quarter or 137 days. In 3 years, 63 students have completed requirements for high school graduation. Retention over a three-year period is a remarkable 71%--a persuasive proof that MASH works.

Exhibit 11-A

TITLE: Stanford Diagnostic Reading Test, Blue Level, Forms A and B

AUTHOR/S: Karlsen, Madden and Gardner

SOURCE: Harcourt Brace Jovanovich, New York

DESCRIPTION:

Blue Level assesses the four components of the reading process with subtests measuring phonetic and structural analysis, reading vocabulary, literal and inferential comprehension, reading rate and scanning and skimming. Within certain subtests, sets of Item Clusters have been identified should an in-depth analysis of subtest performance be considered necessary.

ADMINISTRATION:

Form A may be given as a pre test and Form B administered as a post test. Pencil and paper test using booklet and answer sheet. TIMED TEST (Test I, 35 minutes; Test II, 12 minutes, Test III, 12 minutes, Test IV, 12 minutes, Test V, 9 minutes, Test VI, 14 minutes, Test VII, 2 minutes.) May be given all in a single session or in units. Books are reusable.

SCORING:

Machine or hand scored. A Hand Scoring Stencil may be purchased. Raw scores can be converted to grade equivalency level.

REPORTING/RECORDING:

If machine scored, computer print out report.
If hand scored, the results will be reported by the examiner.

Exhibit 11-B-1
MASH 82

TITLE: Stanford Diagnostic Mathematics Test, Blue Level, Forms A and B

AUTHOR/S: Karlsen, Madden, Gardner

SOURCE: Harcourt Brace Jovanovich, Inc., New York

DESCRIPTION:

SDMT assesses three interrelated areas of mathematical competence; concepts of the number system and numeration; skills in computation; and application of these concepts and skills to problem-solving situations. Within these three areas of mathematical competence, specific behaviors referred to as Concept/Skill Domains, are measured.

ADMINISTRATION:

Form A may be given as a pre test, Form B given as a post test.
Pencil and paper tests using booklet and answer sheet.
TIMED TEST (Test I, 30 minutes, Test II, 40 minutes, Test III, 30 minutes) Booklets are reusable.

SCORING:

Machine or hand scored. A Hand Scoring Stencil may be purchased.
Raw scores can be converted to grade equivalency level.

REPORTING/RECORDING:

If machine scored, computer print out report.
If hand scored, the results will be reported by the examiner.

Exhibit 11-B-2
MASH 82

TITLE: Learning Style Inventory

AUTHOR/S: Rita Dunn, Kenneth Dunn, Gary E. Price

SOURCE: Price Systems, P.O. Box 3271, Lawrence, Kansas 66044

DESCRIPTION:

An instrument for the identification of preferred learning environments to achieve maximum individual academic progress. The Inventory permits students to identify how they prefer to learn and also indicate the degree to which their responses are consistent. Provides for teacher/student interactions in the way/s that each student learns best.

ADMINISTRATION:

Low reading level. Self administered with booklet and answer sheet. Can be completed in approximately 30 minutes. 104 statements (True, False).

SCORING:

Can be hand scored but machine scoring is recommended. The computer results may be requested in three forms - individual summary, class summary and sub-scale summary.

REPORTING/RECORDING:

Computer print outs for teacher and student.

COST:

LSI Inventory booklets	(reusable)	30 @	$4.50
Answer sheets		60 @	2.50
Speciman Set			7.50
Scoring:	individual		1.25
	class and subscale		5.00

Exhibit 11-B-3
MASH 82

TITLE: Tennessee Self Concept Scale

AUTHOR: William H. Fitts

SOURCE: Counselor Recordings and Tests, Box 1684, Acklen Station,
Nashville, Tennessee 37212

DESCRIPTION:

The Scale measure how the individual perceives himself in a variety of contexts. It reflects the over-all level of self esteem. The scores represent a sort of internal frame of reference within which the individual describes himself. The statements fall into eight categories. Eight separate scores may be obtained. For specific usage, the results should be professionally interpreted with the Counseling Form (Form C) or a Clinical and Research Form (Form C&R).

Some items show improvement by moving up on the scale, some items show improvement by moving down on the scale. Other items are factual.

ADMINISTRATION:

Self administered, using a test booklet and an answer sheet. Can be complete in 10-20 minutes. Reading level, 6th grade. Suitable for individuals over 12 years of age.

SCORING:

May be hand scored or machine scored. Hand scoring is laborious, machine scoring fairly expensive.

REPORTING/RECORDING:

Computer print out reports or composite report from examiner.

COST:

Booklet (reusable)	20 @ $ .34 each
Computer sheets	20 @ .20 each
Manual	3.00
Computer Processing	1.25 each

Exhibit 11-B -4
MASH 82

TITLE: Kuder Occupational Interest Survey

AUTHOR/S: Frederick Kuder

SOURCE: Science Research Associates, Inc., 155 North Wacker Drive, Chicago, Illinois 60606

DESCRIPTION:

Reading level is 6th grade. Designed to be used by high school students to supply information that may help them in making a vocational choice or decide tentatively on a course of study. The scores are not measure of ability, but indication of interest.

Principal purpose of this Survey is to point out promising possibilities for future occupations or studies on the basis of particular patterns of interest. It should help to suggest a variety of choices to explore, should not be regarded as pointing to the only possible paths open to the student.

ADMINISTRATION:

No time limit. Most people require about thirty minutes to complete. No special equipment or materials needed other than the survey booklet and answer sheet.

SCORING:

Surveys must be returned to SRA for scoring, electronically recorded. Individual score reports. System report from testing unit if all tests scored at one time.

REPORTING/RECORDING:

Individual scoring sheets, computer printouts.

Exhibit 11-B-5
MASH 82

TITLE: General Aptitude Test Battery (GATB)

AUTHOR/S: Ohio Department of Education, Division of Guidance and Testing, 65 South Front Street, Columbus, Ohio 43215

DESCRIPTION:

A 12-part test which measures 9 aptitudes: form perception, spatial, verbal, numerical, clerical perception, finger dexterity, manual dexterity and motor coordination and general learning ability.

The GATB is used to help students learn more about their own aptitudes and how they may relate to their future jobs.

Often administered in conjunction with the Ohio Vocational Interest Survey (OVIS).

ADMINISTRATION:

Usually administered at 9th grade level. The testing process involves both pencil and paper tests as well as apparatus tests. The battery of tests must be administered by trained examiners and interpreters. Examiners must have 3 1/2 hour training sessions. Though each of the tests is short, the entire battery requires more than 2 1/2 hours. It may be given in several sessions. Participants 1 - 10 ratio.

SCORING:

Machine scored. Interpretation is done with individuals in two or three sessions.

RECORDING/REPORTING:

Computer print outs and conferences.

Exhibit 11-B-6
MASH 82

TITLE: Ohio Vocational Interest Survey

AUTHOR/S: Ohio Department of Education, Division of Guidance and Testing, 65 South Front Street, Columbus, Ohio 43215

DESCRIPTION:

This survey identifies individual's interests in 24 broad interest areas. It is designed to assist students in their vocational and educational planning. The results can be used as a guide for the study of course choices or occupational fields. Given in conjunction with the GATB, this survey will provide a cross referencing of interests and aptitudes.

ADMINISTRATION:

Usually administered at 10th grade level (GATB at 9th).
Examiners must be trained.
Usually administered in group guidance classes of 35 - 35 students.
Test usually takes about 6 hours.

SCORING:

Machine scored.

REPORTING/RECORDING:

Computer print out sheets and reports to students and parents.

COST:

Booklet (reusable)	$ .25
Answer sheet	.10
Orientation Notebook	.10
Interpretation Notebook	.10
Processing per student	.60

Exhibit 11-B-7
MASH 82

TITLE: The Self Directed Search, A Guide to Educational and Vocational Planning

AUTHOR/S; John L. Holland, Ph. D.

SOURCE: Consulting Psychologists Press, 577 College Avenue,
Palo Alto, California 94306

DESCRIPTION:
The SDS Consists of a 16-page Assessment Booklet that enlists the client in a thoughtful evaluation of his or her own abilities and interests, and an 8 page Occupations Finder that is designed to stimulate an active exploration of the world of work. The SDS yields six scores: Realistic, Intellectual, Artistic, Social, Enterprising and Conventional.

ADMINISTRATION:
May be taken individually or in groups by high school students and adults. No time limit. Can be completed in 2 - 3 hours.

SCORED:
Scored, profiled and interpreted by the client.

RECORDING/REPORTING:
All scoring and interpreting is done in the student's own manual.

COST:
Sets of Assessment Booklets and Occupations Finders:

1 package of 25 sets	$18.00
Speciman Set	2.25
Professional Manual	7.50

Exhibit 11-B-8
MASH 82

TITLE WORLD OF WORK INVENTORY BOOKLET

AUTHOR/S Robert E. Ripley, Ph. D.
World of Work, Inc., 2923 N. 67th Place
Scottsdale, Arizona 85251

DESCRIPTION:

Designed to help student learn about their career interest areas, vocational training potentials and personal work satisfiers. The Inventory consists of 4 parts: (1) suvey of individual's plans and educational progress, (2) career interest area items; (3) evaluation of vocational training potentials; (4) inventories temperament to work satisfaction.

ADMINISTRATION:

Booklet and answer sheet (machine scored)

Test is self-administered and can be taken a section at a time. The entire test takes about 2 1/2 hours but is not a timed test. Designed for students from 8th grade up, it is written an a 6th grade reading level.

SCORING:

Machine scored through Interpretative Scoring System of Minneapolis

RECORDING

Self Interpretative Profile Book contains 3 profiles; Career Interest Activities, Job Satisfaction Indicators and Vocational Training Potentials. Duplicate hand book provided for teacher/counselor/parent.

APPLICATION:

A good tool for that student who is undecided and really wants to do some in-depth research. Much more than an interest survey. Excellent resource for the student with special problems or special needs.

COST:

Booklet	1.50	ea
Answer sheets	.13	ea.
Administration manual	2.50	ea
Speciman Set	12.00	
Occupation Exploration worksheet	1.50	set of 17
Scoring	1.50	ea 1-30

Exhibit 11-B-9

STUDENT PROFILE

MARQUETTE ALTERNATIVE SENIOR HIGH

NAME ____________________ MALE ____ FEMALE ____ Birth Date __________
Age _____

1. Who told you about the Alternative High School? Check one.

____ public school
____ social services
____ other (explain) ______________________________

____ court system
____ friend

____ adult education staff
____ newspaper

2. What was the last grade you completed in school? _____

3. Are you presently employed? ____Yes ____No
How many hours a week are you employed? _____

4. How many persons live in your household? _____
_____ adults (over 18 years) _____ children (under 18 years)

5. Where are you presently living? Check one. ____ at home ____ alone
____ foster home ____ with relatives ____ with friends

6. What is the source of income for

Parents (if you are living at home)		Yourself (independent)
_____	full time job	_____
_____	part time job	_____
_____	Social Security, retirement	_____
_____	welfare	_____
_____	ADC (Aid for Dependent Children)	_____

7. Have you ever been arrested by police? ____Yes ____No
Have you ever been placed on probation? ____Yes ____No
Have you ever been placed on parole? ____Yes ____No

8. What was the reason you left school? Check one in each column.

____ suspended from school
____ expelled from school
____ voluntary withdrawal

____ family problems
____ personal problems
other (explain) ______________

9. Which of the following services are you receiving or have you received since enrolling at the Alternative High School?

____ Academic counseling
____ Job training
____ Job referral
____ Career conslg/orientation
____ Probation/parole conslg
____ Clothing services
____ Dental services
____ Social services

____ Academic placement
____ Job placement
____ Occupation/Voc'l training
____ Food services
____ Medical services
____ Behavioral counseling
other (explain) ______________

Exhibit II-C-1
MASH 82

Pre-test
For students who are entering
the Alternative School.

STUDENT ATTITUDINAL SURVEY

1. Feelings About Teachers

   I feel that

   ☐ teachers don't care about students like me.
   ☐ some teachers care, some teachers don't.
   ☐ most teachers care about students like me.

2. Feelings About School Activities (field trips, school paper, plays, parties, etc.)

   I feel school activities are

   ☐ not for students like me.
   ☐ possible for me, but boring.
   ☐ an important part of my school life.

3. Feelings About School Success

   I feel the possibility of my getting a high school diploma is

   ☐ poor.
   ☐ fair.
   ☐ good.

4. Feelings About Basic Life Tasks (job, marriage, etc.)

   I feel

   ☐ I cannot succeed in basic life tasks.
   ☐ I can succeed in a few, but not most life tasks.
   ☐ I can succeed in most basic life tasks.

Exhibit 11-C-2
MASH 82

Post-test
For students who have completed
one or more years at the
Alternative School.

STUDENT ATTITUDINAL SURVEY

1. Feelings About Teachers

After attending the Alternative School, I feel that here

☐ teachers don't care about students like me.
☐ some teachers care; some teachers don't.
☐ most teachers care about students like me.

2. Feelings About School Activities (field trips, school paper, plays parties, etc.)

After attending the Alternative School, I feel school activities are

☐ not for students like me.
☐ possible for me, but boring.
☐ an important part of school life.

3. Feelings About School Success

After attending the Alternative School, I feel the possibility of my getting a high school diploma is

☐ poor.
☐ fair.
☐ good.

4. Feelings About Basic Life Tasks (job, marriage, etc.)

After attending the Alternative School, I feel

☐ I cannot succeed in basic life tasks.
☐ I can succeed in a few, but not most life tasks.
☐ I can succeed in basic life tasks.

5. Your Overall Rating of the Alternative School Program

Check those things which you feel the Alternative School has done well.

☐ Career Training
☐ Classroom Teaching
☐ Extra-curricular Activities
☐ Help with Personal Problems
☐ Job Placement
☐ Special Programs (guests, film making, art, etc.)

6. How long have you attended the School?

Since____

Exhibit 11-C-2
MASH 82

ABILITY RELATED INSTRUCTION SHEET

Student ____________________ Age ________

Test Information:

Reading (equiv level) ________ Math (equiv level) ________

Learning Style Inventory ________ Tennessee Self-Concept Scale ______

Career Assessment ________

Present Job ____________________

Former Jobs ____________________

____

Strengths, Skills, Interests:

____

____

____

Goals: Short term (wks)

____

____

____

____

____

Intermediate (mos)

____

____

____

____

Long term (yr)

____

____

____

RELATED INSTRUCTIONAL ACTIVITIES

ACTIVITY	TEACHER	DATE

Exhibit 11-C-3
MASH 82

- READING
- BLUE
- Pre Post

MASH STANFORD DIAGNOSTIC TEST RESULTS

Test I Literal Comp				Test I Inferential Comp				Test I Comprehension				Test II Word Meaning				Test IV Phonetics				COMPOSITE		Change
Pre		Post		Pre		Post		Pre		Post		Pre		Post		Pre		Post		Pre	Post	
Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	GE	GE	

BEST COPY AVAILABLE

Exhibit 11-D-1
MASH 82

STANFORD MATHEMATICS DIAGNOSTIC TEST RESULTS

Pre ___ Post ___

	Test I Numeration				Test II Computation				Test III Application				SDMT Total				Change	Notes
	Pre A		Post		Pre A		Post		Pre A		Post		Pre A		Post			
Student Name	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE		

Exhibit 11-D-2
MASH 82

ENTER AND DROP LISTING

#	Student Name	Entered	Date	Drop	Date	Transfer	Date	Reason

Exhibit 11-D-3
MASH 82

QUARTERLY ATTENDANCE RECORD

Name ______________________________ Eman. ___ Birth __________ AM _____ PM _____

Address __________________________ Phone No. ____________ Work Phone __________

Parents(Guardian) _______________________ Address ________________________

	WEEK 1					Sub-Total	WEEK 2					Sub-Total	WEEK 3					Sub-Total	NOTES
	4/5	6	7	8	9		12	13	14	15	16		19	20	21	22	23		
					VACATION		VACATION												

	WEEK 4						WEEK 5						WEEK 6					
	26	27	28	29	30		5/3	4	5	6	7		10	11	12	13	14	

	WEEK 7						WEEK 8						WEEK 9						WEEK 10				
	17	18	19	20	21		24	25	26	27	28		31	5/1	2	3	4						
													VACATION										

Exhibit 11-D-4
MASH 82

ANNUAL STUDENT ATTENDANCE SUMMARY 198 ___ - 198 ___

	E/D	DATE	1st Qrtr				2nd Qrtr				3rd Qrtr				4th Qrtr				DAYS ABSENT	DAYS ATTEND.
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Student Name/#																				

Exhibit 11-D-5
MASH 82

MARQUETTE ALTERNATIVE SENIOR HIGH - INDIVIDUAL GRADE SHEET

NAME ______________________________ A.M. ______ P.M. ______

ENTRY DATE ____________________ CLOSING DATE ____________________

1ST SEMESTER 19 ____

______ 1st 9 Weeks

Hour Class	Grade	Credit
WORK EXP.		
SKILL CENTER ______		
OTHER: ______		
TOTAL CREDIT		

______ 2nd 9 Weeks

Hour Class	Grade	Credit
WORK EXP.		
SKILL CENTER ______		
OTHER: ______		
TOTAL CREDIT		

2ND SEMESTER 19 ____

______ 3rd 9 Weeks

Hour Class	Grade	Credit
WORK EXP.		
SKILL CENTER ______		
OTHER: ______		
TOTAL CREDIT		

______ 4th 9 Weeks

Hour Class	Grade	Credit
WORK EXP.		
SKILL CENTER ______		
OTHER: ______		
TOTAL CREDIT		

GRAND TOTAL ______

Exhibit 11-D-6
MASH 82

INDIVIDUAL STUDENT CREDIT SUMMARY - TOTAL PROGRAM

Name ______________________________ Entry Date _____ Close Date _____

Birthdate ____________________

SUBJECT	Date													TOTAL CREDITS		NOTES:
English (3)																
Math (1)																
Hlth./Sci.(½)																
Gov't. (½)																
U.S.History(1)																
Career Ed. (½)																
Others:																
Work Experience																
Community Ed.																
Skill Center																
Total (18½)																
ACCUM. TOTAL																

Exhibit 11-D-7
MASH 82

MARQUETTE ALTERNATIVE SENIOR HIGH

QUARTERLY GRADE REPORTING

COURSE NAME ____________________________ AM __ PM __ TCHR _________________

Student Name	Points:				Absences:				Grades				Credits
	1	2	3	4	1	2	3	4	1	2	3	4	

Exhibit 11-D-8
MASH 82

ANNUAL CREDIT SUMMARY SHEET FOR ALL STUDENTS 198__ - 198__

Name	E/D	DATE	1st qrtr					2nd qrtr					3rd qrtr					4th qrtr					TOTAL
			1	2	3	4	E	1	2	3	4	E	1	2	3	4	E	1	2	3	4	E	

Exhibit 11-D-9
MASH 82

GRADUATE SURVEY

In the first year MASH had 10 graduates in their graduating class; the following year, 1980, there were 25 graduates; and at the end of the third year, 1981, 28 young people received their diplomas. In three years of existence a total of 63 diplomas have been awarded.

In a recent survey of the graduates which was conducted during late September, 1981, firsthand information was received about 57 of the young men and women--only 6 former students could not be located (90.5% follow-up success).

Of the total of 57 students, information revealed that approximately 26 or 45% of the students are presently employed, 9 or 16% are enrolled in college or vocational training, 7 or 12% are serving in the military services, 6 or 10% are full-time homemakers and/or parents, and 9 or 16% are seeking employment. (Of those unemployed at the time of the survey, more than half had been employed but the positions were terminated--CETA, seasonal work, employment cutback, etc.).

*Nationally, the figures for October 1979 indicate that 16-24 year old high school graduates had an unemployment rate of 8.7% (whites, 7.5%) while the unemployment rate of 16-24 year old dropouts was 19.0% (whites 16.4%).**

*One year later, the Michigan Employment Securities Commission reports that for the 16-20 year old age group (graduates and dropouts) the state unemployment figures during mid-1981 were 24%. For the same time period, the local county figures were estimated at about 21%.***

*Nationally, non-urban youth who have dropped out of school are three times more likely to be unemployed than their counterparts who have graduated from high school.****

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* *School and Work Among Youth During the 1970's*, U.S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Report 241, January 1981

** Michigan Employment Securities Commission Office, Marquette, Michigan

*** *Keeping Students in School*, American Association of School Administrators 1979

Exhibit 11-E
MASH 82

GRADUATE FOLLOW-UP

D.B. - Working
J.B. - Navy
C.C. - Working at music store
O.E. - Unemployed
B.J. - Army
H.L. - Housewife/mother
D.N. - Handicapped/homemaker
N.N. - Working for the city
L.W. - Working/Colorado
D.A. - Unemployed
T.B. - Working construction/Minn.
K.B. - Working at shoe store
L.B. - Unemployed
B.C. - Working as machinist/Louisiana
B.L. - Unemployed
E.O. - Army/W. Germany
C.O. - Working in restaurant
D.P. - Working on farm
D.S. - Attending community college
L.V. - Unemployed
M.W. - Working in Big Bay
M.P. - Army/Texas
W.R. - Unemployed
G.R. - Working on oil rigs/Texas
R.R. - Working at meat packing company
M.T. - Marines/California
B.D. - Secretary for engineering company
J.F. - Working for department store/Colorado
J.B. - Attending professional make-up school/Florida
K.B. - mother/homemaker, working odd jobs
C.C. - attending skill center
P.C. - Homemaker, expecting child
C.C. - Mother/Homemaker
J.C. - Unemployed
S.D. - Working on ore boats
E.D. - Working on ranch/Colorado
F.H. - Assistant chef in restaurant/Wisconsin
C.J. - Unemployed
P.J. - Skill Center
P.K. - Skill Center
R.L. - Working for furnisture store
M.M. - Attending university/working part-time in restaurant
T.N. - Homemaker/mother
M.O. - Working for newspaper
J.S. - Babysitting
L.S. - Skill center/working part-time at grocery store
T.W. - Working occasionally as laborer-unemployed
C.D. - Unemployed
D.C. - Student at university
C.G. - Working at restaurant/accepted at airline school/Florida
T.G. - Unemployed
B.S. - Sick leave from Army Reserve

Exhibit 11-E
MASH 82

Recommended Resources for TESTING AND EVALUATION

MEASURING AND ATTAINING THE GOALS OF EDUCATION, Wilbur Brookover, Chrm,
Association for Supervision and Curriculum Development,
225 N. Washington Street, Alexandria, Virginia 22314

DOING YOUR COMMUNITY EDUCATION EVALUATION, A Guide
U.S. Department of Health, Education and Welfare, Community
Education Program

TESTING AND EVALUATION IN SCHOOLS: Practitioners' Views, C.Stalford,
National Institute of Education, 1200 19th Street, N.W.,
Washington, D. C.

SECONDARY SCHOOL EVALUATIVE CRITERIA, Narrative Edition
National Study of School Evaluation, 2201 Wilson Boulevard,
Arlington, Virginia 22201

EVALUATIVE CRITERIA, 5th Edition
National Study of School Evaluation, 2201 Wilson Boulevard,
Arlington, Virginig 22201

Exhibit 11-F
MASH 82

CHAPTER 12

SPREAD THE WORD - - - EXPAND THE INFLUENCE

If you haven't been told already, you will be as soon as you ask for money--document everything you do. You will want to resist because there are scarcely enough hours in the day and night to plug the dike and stop the bleeding. Do it anyway--keep records of everything. For a Director, a daily log is best, but if you are not that organized, keep thorough notes on your day-to-day desk calendar. Eventually you will transcribe them into a newspaper feature, an annual report, a funding application or a HOW-TO-DO-IT MANUAL! Your story needs to be shared; your students will deserve it and so will your staff. Good publicity can win over fellow educators and will shore up the courage and fortitude of administrators and board members who have taken the heat in supporting you. It is the way to build community pride and sense of ownership. Your efforts will be rewarded. Parents and community leaders turned out in large numbers to support MASH at public hearings on school district cost reduction. See also "In Support of MASH" which is part of the dissemination packet.

In creating a positive public image, the best vehicles are the natural ones--students reporting by word of mouth, writing for the school newspaper, selling ads for the year book, being interviewed on radio, preparing slide shows and documentaries. Equally compelling is the testimony of parents and of parole officers, employers, and social service counselors.

In addition, there should be intentional contacts, spread throughout the school year and among your various publics. The chart included as Exhibit 12-A is the skeleton of a public relations campaign appropriate to most school programs.

Samples of publicity materials are also attached as Exhibit 12-B.

1. "MASH" Facts", "Student Handbook" "In Support of MASH"
2. REDLINE District Newsletter
3. Newspaper articles
4. FOCUS ON YOUTH
5. School Newspaper
6. Yearbook Excerpts

When your program is adequately understood and the significance of the results with students is realized, there will be opportunities to further expand the influence of alternative education. Alternative programs need not--and should not--be restricted to drop-out schools. They are a viable means and methodology for revitalizing the whole structure of public education, for addressing unmet needs of students and reducing school failure. The ultimate alternative education program could put a drop-out school out of business.

A school such as MASH can be a change agent for the whole district. Involvement in its formation will stretch the philosophical outlook of school board members, so will the task of supporting it politically. For the staff, it can become an experimental center; regular teachers having an opportunity to teach a class occasionally in order to develop a new course or try out new instructional methods. Perhaps some regular teachers will wish to rotate into the school full time for a year. Eventually, the school may extend its audience; ALP in Providence, Rhode Island is one alternative school which successfully caters to drop-outs and accelerated students in the same setting.

Regular school teachers and administrators will be prompted to see the unmet needs in their own programs and may solicit your help in alleviating conditions which contribute to the drop-out problem. This has happened in Marquette. Alternative education is broader than MASH and encompasses the following activities:

--Initiation and preliminary development of an instructional system for gifted and talented elementary children--based on the Renzulli method.

--Development of the 9th Grade Truancy Diversion Project including screening of incoming high school students, preferential scheduling, and counselor support.

--S.A.C. (Special Assignment Center) - an in-school suspension program which this year has reduced out-of-school suspensions at the Graveraet Middle School from 289 - 0!
(Exhibit 12-C is a brief description.)

--Instructional Use of Micro-Computers -- IV,C has provided staff and resources to assist in developing learning objectives for all students, K-12, elementary school awareness activities, computer literacy curriculum for middle schools, and high school electives.

--High School Study Committee. Regular and alternative school staff are presently examining the content of a high school curriculum, graduation requirements, the use of competency tests, and optimal credit programs for seniors.

MASH's existence has expanded community awareness. Resistance is to be expected; most persons do not want to believe home town youth face such great obstacles to success. On the other hand, citizens from all walks of life participate in MASH graduations where, as a part of a grand dinner celebration, youngsters take their rightful and well-earned place as responsive and responsible high school graduates.

MASH has provided leadership in establishing inter-agency cooperation in the community. It has been both resource to agencies and a source for clients. Business alliances are strong, and so are relationships with Northern Michigan University, whose President, Dr. John X. Jamrich has taught weather forecasting workshops at MASH. IV,C Project staff has assisted the University in efforts to restore its original building as a potential site for MASH. Discussions have begun of ways to include student teachers in an alternative preparation track. And close cooperation exists with the Jacobetti Skill Center where alternative school students receive vocational training.

The organization of the Marquette-Alger Educational Cooperative will be a new experiment in inter-district and University cooperation to support high cost low-incidence programs which can no longer be maintained on a local basis.

Perhaps the ultimate measure of influence is whether or not the MASH concept will inspire and assist other districts in developing a philosophy and system of alternative education. If so, public education will be revitalized and become more fully responsive to the many and varied needs of youth. The purpose of E.S.E.A. Title IV,C Experimental and Demonstration Grants will be well served for MASH will have provided "a viable solution to a persistent educational problem of our time."

PUBLIC RELATIONS SCHEDULE

Audience	Activity	Date	Objective
School Board:	1. Periodic reports to Board	3 x a year	Update on status and needs
	2. Annual evaluation and budget request	June	Document effectiveness.
	3. Documents such as "In Support of MASH"	June	Share political support.
District Staff:	4. Reports to administrative Cabinet (and to staff thru minutes)	Weekly as needed	Information; shared decision-making, and help with problems
	5. Invitations to regular teachers as visiting teachers	once/ quarter	Develop strong advocates, who share inside picture with colleagues.
	6. Meet with regular school administrators	once/ quarter	Concensus on admissions, mutual problems
Parents:	7. Fact Sheet and Student's Handbook	Sept.	Information/support
	8. Letters home	once/ quarter	Information
	9. Report Cards	Nov. Jan. April, June	Student progress and needs
	10. Parents Night	Oct. Nov.	Share info; develop home-school cooperation; support for school
	11. Elect representatives to Parent Advisory Committee	meets monthly	Build support amongst other parents; help for school.
Community:	12. Maintain a Citizen's Advisory Committee	Oct.-May	Help; community support
	13. Solicit job positions	Yr. long	Help for students; business support.
	14. Encourage service projects	Twice/yr. min.	Civic responsibility of students; visibility, positive image building
	15. Speeches to professional groups, service dues		Support, tangible help on specific projects
	16. Media releases, articles, pictures, T.V. spots, features	monthly	Learning activity for students; pride in school; public information
Others:	17. Presentations to area superintendents	once/yr.	Information, cooperation
	18. Participation in state/nat. organizations		Spread awareness; promote political support.

Exhibit 12-A

M.A.S.H. FACTS

...M.A.S.H. stands for Marquette Alternative Senior High, a work-study program established in 1978 to provide educational services to area youth who have dropped out or been unable to benefit from traditional secondary programs.

...Basic skills and employability training are paying off for 40 graduates, 21 of whom are employed full-time (7 in the military service), 5 are in college and 4 in post secondary vocational training for a total of 75%. Three are homemakers and six are looking for work.

...Present enrollment in the program is 106, and there is a substantial waiting list. The student body cuts a complete socio-economic cross section of the community and includes children of business amd professional families. Ages range from 15-25 with a median of 17½ years. Sixty-two percent do not live in a traditional two-parent home. Fifty-three percent came to M.A.S.H. with previous court involvement.

...Selection criteria stipulate applicants shall be 16 years old, demonstrate inability to function in traditional academic settings, and be out of school 45 days. Exceptions may be made by professional referral. A limited number of 14 and 15 year-olds are admitted by order of the Juvenile Court.

...Unique features of M.A.S.H. are: 1) small size, 2) committed, caring teachers, 3) individualized study plans reflecting ability and achievement levels, 4) employability emphasis. Credit is granted according to a point system which requires regular attendence and satisfactory performance of assigned work.

...M.A.S.H. graduates earn the same number of credits and meet the same distribution requirements as M.S.H.S. students (except they substitute academic credits for P.E.).

...The curriculum emphasizes basic skills--reading, writing, mathematics, American History and government, natural science, and life role competencies. The teaching staff of 4 is supplemented by an art or music teacher (financed by Project "Stars" at the Intermediate School District) and a guest teacher from either M.S.H.S. or the middle schools. A full-time Job Coordinator places students on a job or in vocational training the half day they are not in school.

...Alternative Education has added $500,000 to district revenues since 1978. This includes a $275,000 multi-year federal grant to develop a curriculum model replicable in districts of similar size and characteristics.

...M.A.S.H. operates at a cost-effective $1300 per pupil ($2000 for other district students). Outside monies from state and federal sources funded the first two years, but because of cuts at the state level, local monies support $74,000 of the 1980-81 budget of $136,000. This comes to $698 per pupil.

...Results for students have been documented objectively by an outside evaluator (Dr. Paul Devin, Des Moines, Iowa). Examples of findings:

--Pre- and post-testing using a standardized instrument (Stanford Diagnostic) reveal that during the last school year, M.A.S.H. students achieved an average gain of 1.2 years in reading ability. Twelve students, two or more years behind grade level, gained 2.3 years!

--88 received credit for satisfactory work experience or vocational training at the Skill Center.

--Students entering M.A.S.H. last year attended school 20 days more than they attended M.S.H.S. the year before. Retention rate, i.e. the percent of students who remained in the program all year was 74.7%.

3/81

Exhibit 12-B-1

THE REDLINE

NOVEMBER, 1978
VOL 1 • NO. 2

ALTERNATIVE HIGH SCHOOL THRIVES IN MARQUETTE

What "Alternative Education" means depends on whom you talked to last. Educators argue whether it's a valid learning theory or simply a matter of process. Keepers-of-the-purse shudder over another "frill." The public shrugs its shoulders, wondering if it will work, or if it's another passing fancy.

Not so, in Marquette.

For 64 teenage youth, alternative education is a reality. It means that they are off the streets, working hard for a high school diploma while gaining valuable job training and experience. Most of these students are sixteen or older; they have been out of high school for some time and often were referred to the alternative high school by Marquette Senior High School counselors.

The impetus of an alternative high school came from local education and community leaders who expressed concern about the future of teenagers who, for a variety of reasons, had not been able to benefit from the traditional high school program.

Under the leadership of Frank Mead, former Marquette-Alger Intermediate School District Superintendent, and Paul Kotila, Assistant Superintendent for Instruction, a governing board was created. Funding was secured from special state sources to cover over half the per pupil cost of the program.

The program has been underway now for three months, housed in the top floor classrooms of the Methodist Church Educational Building on Ridge Street. The staff includes the director, Judy Ingram, and the job coordinator, Steve Lindberg, who has ten years of experience at Marquette Senior High School. Teacher Laurie Zorn makes language arts exciting, and Joe Knauf keeps science and
math interest
Students at
the afternoon
history and gc
tion. Within
vidualized stu
but also each :
Competenc
pened and giv
resume; how
used car boug
Classroom :
cises to help s
each week, gı
various life st
The half of
an Extended l
In career edu-
needed for em
students to sı
For those s
school credit.
receiving that
dents are at

chosen specialized vocational training as their Extended Learning Experience.

There are as many different reasons for attending the Alternative High School as there are individuals. What appeals to most students is the small size, informal atmosphere, and liberal doses of personal attention.

Students and staff are together about the business of creating a learning community where there can be an immediate sense of accomplishment, and where education is meaningful and relevant in practical terms.

The aim is to accept each student as a total human being, complete with problems as well as lots of potential. Staff members have become good listeners, and when problems require professional attention, or agency referral, students get special help from Administration Assistant Marigene Richardson. For example, the school has helped in improving housing, and providing food, medical care, glasses and counseling. In each case, the situation was blocking a student's capacity to realize available educational opportunities.

It's not all that serious, though. A student-organized car wash was highly successful financially. There were two celebrations with food and much laughter for the English teacher the day before her marriage. The special event for an afternoon session was the recent visit of Walter Mondale, who broke from his entourage in front of the Marquette Inn to shake hands with each of the students.

Goals of the Alternative High School are weighted heavily in favor of improved self-concept, increased skills in relating to others,

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MINING JOURNAL 3-3-81

Alternative school backed

By SALLY SCHUMACHER
Journal Staff Writer

MARQUETTE — There was a big cheering section for the Marquette Alternative Senior High School Monday when the first of two public meetings designed to get citizen input on possible budget cuts was held.

The benefits received by students in the program far outweigh its cost to the district, was the message given to the four Marquette school board members attending the meeting in the Silver Creek Elementary School.

A voice of support was also lifted for adult basic education and the English as a second language program, both funded by the district.

The board is saddled with the job of cutting between $600,000 and $1.2 million from next year's budget because of an expected drop in categorical aid from the state and the assumption that valuation in the district will not increase.

A millage election is slated for April 28, but with the 2 to 1 defeat a three-mill request at the polls in January, board members are not pinning all their hopes on a successful outcome. The board has not yet determined the amount of the millage it will seek.

The Tuesday meeting was planned to get citizen input on program priorities.

"We're here to listen," said board member Keith Forsberg.

And what they heard from many of the 15 people attending the meeting was a a willingness to vote "yes" on the next millage request and support for programs covering students who don't fit into the traditional educational system.

"I'm willing to pay for quality education," said Mike Foley.

The alternative high school is designed for students who have dropped out of school or are having trouble getting along in the system, and several parents told the board the program had changed their children's lives.

ne woman recounted the experience of her daughter, who frequently skipped class and was in trouble with the court system during her ninth and 10th gra

"Then cam
school and s
beautiful," she said.
she is giving something back now."

Asking the board to carefully consider any funding cuts to the English as a second language program was a Northern Michigan University graduate student from Syria. His family attends the program and he said they would be "helpless" without it.

The extent of the cuts the board must make depends on the outcome of the millage election. Areas of reduction now under consideration by a three-member board committee include capital outlay, administrative, custodial, clerical and teaching staff, buildi
upkeep, transportatio

talented.

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Exh 12 2

MASH 82

MASH gives students a second chance

By NANCY NEUBRECHT
Journal Staff Writer

MARQUETTE — Not everyone who attends the Marquette Alternative High School (MASH) graduates, but several who did say they would still be without a diploma if the school hadn't given them a second chance.

"A lot of people wouldn't have made it if they didn't have that school," said Linda Constance, 18, who graduated last June. She said she dreaded attending class when she was in the 10th grade at Marquette Senior High School. She felt she didn't get along well, and skipped so frequently she was eventually told not to return.

Fortunately, the Marquette School District offers MASH as an alternative to Marquette Senior High School students who, for various reasons, do not perform well there. But students usually must be out of school for at least nine weeks before enrolling in the alternative program.

Constance decided to enroll in MASH, where she found classes much smaller and felt "teachers had more time for you." She learned to like school. "Now I miss it so I'm going to start again." She is looking forward to entering the 11-month cosmetology school at Northern Michigan University's vocational skill center this January.

Barbara Donnelly, who got her general educational development (GED) diploma two years ago after attending MASH, also had reacted adversely to attending a large high school.

"We'd sit out in the middle of the winter and freeze, rather than go to school," she said. "There were just too many people and they were all in their different groups." She started working at a fast food restaurant after she said she was expelled, but knew she needed to finish high school eventually and reluctantly enrolled in MASH. She liked it, worked part-time as a cashier, and held the job for three years. She recently worked as a secretarial clerk and is now seeking similar employment.

"The psychological basis for an alternative school is the recognition that individuals have different learning styles," said Marquette Public School Superintendent Richard Klahn. "As an institution increases in size there is obviously less of an opportunity to address those individual learnings styles." Although MASH is smaller than the other high school, he said the test scores of students from both schools prove there is no difference in the amount of knowledge students retain at either place. The way the information is taught is different, he said.

Since MASH first opened its doors in 1978 in the annex of the First United Methodist Church on Ridge Street, 63 students have received their diplomas, according to a fall study. The study was done by Marigene Richardson, coordinator of support services for alternative education. Out of 57 students who could be located, 44 percent were employed, with 16 percent enrolled in college or vocational training, 11 percent serving in the military, and 10 percent full-time homemakers or parents. About 14 percent were unemployed and said they were looking for work.

Richardson said these statistics represent a substantial improvement over the number of students employed when they first came to MASH. Her study showed the average student who enrolls is not employed, does not live in a traditional two-parent home, and is often supported by welfare or social security.

> *'A lot of people wouldn't have made it if they didn't have that school'*

"The typical child has also been either on probation, on parole, or arrested," she said. After students attend MASH for a while, she said the number having continued problems with the law drops drastically.

MASH Principal Howard Tamminen says most of these students would not return to Marquette Senior High School even if no alternative mode of education was offered.

"It was a place where at one time they failed," Tamminen said. "They have a reputation there, and to go back there they'd have to change that."

The educational level of students entering MASH varies greatly although the average student is 16 and a half years old. At the start of this school year, some of the school's 75 students were reading at the fourth grade level, while others had progressed to the level of juniors in college. The results of a math test showed similar scores.

"Those at high grade levels are the ones that got bored," Richardson said. "Those at the low grade levels are the ones that couldn't keep up."

"We have a cross section just like any other school," she added. "The main difference is some have more personal problems." Some students are married and have families to support. Others have children, live in foster homes or may have left their parents and are trying to support themselves.

For this reason, the curriculum differs from the usual high school program. Students attend four classes a day with the other hours spent working, attending Northern Michigan University's vocational skill center, going to night school, or taking care of children. Tamminen believes these experiences help prepare them for work after graduation. They do not receive credit for working unless their employer rates them well. Fewer students are working this year because federa funds used to pay part of the students' wages were cut by the Reag administration.

Classes at MASH are small enough to give students the additi help most complain they couldn't get at the larger high school average class has 14 students, allowing teachers time to tail students' learning experiences to their educational level.

The atmosphere in the school is more informal since some had difficulty in the past with authority figures. Teachers are their first names, there is more class discussion, and studer casional field trips together.

"We're able to run things more on a family basis," Tam and Constance said that helps both teachers and students inte ter with one another.

The basic high school classes are still required, such as English, science, math, social studies and government. To compensate for the fact the school has no athletic teams, enrichment courses are offered such as pottery, photo journalism and a course which puts out the school newspaper. Courses in parenting and career education are also offered.

Exhibit 12-B-2
MASH 82

schools in the Upper Penin- 147 who enrolled during the me attending for as little as -time.

Tamminen said it costs less to send a student to MASH than to the regular high school. The budget for the school was $126,346 for this fiscal year, which doesn't include Richardson's salary or that of Alternative Educa Ingram.

Like all o cuts were made this year due to the millag by voters. The staff reductions left and several working part-tim t was cut from 90 to 75 st er this year.

"Th ecause they mi ec b

The Mining Journal, Wednesday, December 9, 1981—

The Mining Journal, Thursday, June 4, 1981—13-A

Alternative students to graduate tonight

MARQUETTE — Commencement exercises for the Marquette Alternative Senior High School will be held tonight in the Explorer Rooms at Northern Michigan University.

A dinner and program honoring the graduates will precede the commencement exercises. Director of Vocational Education Tom Pierson, of the Marquette-Alger Intermediate School District, will be the main commencement speaker.

Students receiving diplomas include:

Jeanne Bays, Kim Brugman, Cheryl Campbell, Patricia Campbell, Carrie Carlton, Diane Cherwinski, Jolene Chudada, Linda Constance, Cheryl Desmarais, Kim Dionne, Scott Donnelly, Edward Dorow, Tina Gutzman, Fred Haslitt, Corrina Johnson, Pamela Johnson;

Peter King, Russ Lutey, Peggy Miller, Max Muelle, Terri Nannestad, Mary Ogle, Robert Smith, Jacqueline Spitz, Donald St. Amour, Darren Webb and Todd Wickstrom.

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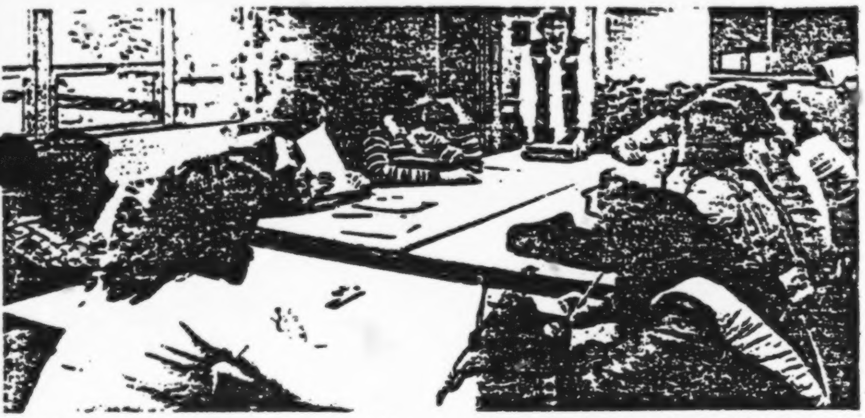
by Marigene Richardson



Life takes on another meaning at the Marquette Alternative Senior High School this year as the name of a new course involving all the students and staff. LIFE promotes student growth in self-image, relationships with others, personal value, and philosophy of life.

There are four sections of LIFE in the morning, and four in the afterno commodate the half-day sc Three days each week, the em on helping students identify the ular strengths and abilities. crease their self-awareness,

effective skills and improve their self image.

Each week a guest presentor from the community meets with the congregate student body. These resource people represent a wide spectrum of interests, abilities and talents. The community comes to the school through films, slides, demonstrations and field trips.

Once a week a session of LIFE, designated to a particular committee, encourages student participation in 1) school governance and policy, 2) community relations, 3) community service and volunteer projects, and 4) social and recreational activities. Students discuss, plan, implement or recommend special activi-

BOARD OF EDUCATION
Marquette Public Schools

Dedicated staff

Alternative Higl

Student Dorothy Hillier (left) has her work experience as secretary at the Altern School, which makes it convenient for the young student. She works closely with Judi program director.

'MASH' names new principal

HOWARD TAMMINEN

MARQUETTE — Howard Tamminen of St. Paul, Minn., has been named principal of Marquette's Alternative Senior High School, the board of education has announced.

Tamminen is a graduate of Suomi College and the University of Minnesota-Duluth, and has taught English at both the junior and senior high school levels.

For the past four years, he has directed SWS, a school-within-a-school for special needs students at Central High School in St-Paul. His former district has a national reputation in the area of education innovation and alternative school programming.

Marquette Alternative High School, coined "MASH" by its students, has been in operation for a year. Designed primarily to meet the needs of the teenage drop-out, the school served over 100 young people last year.

Students attended academic classes in basic skills half-day and worked at a supervised job the other half-day. The program is housed in the Methodist Church Educational I Ridge St.

MASH is o part of the Marquette Public School System and receives most of its financial support from special state and federal sources. Marquette Public Schools has recently been awarded a federal ESEA Title IV-C grant for development of instructional techniques and materials appropriate to the needs of students who are not successful in a traditional school program.

Judy Ingram, former MASH principal, is director of alternative education.

For more information, call 228-2010.

Exhibit 12-B-3
MASH 82

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Christine Saari

Students Dave Barnum, left, and Mike Treloar talk with Mar te Alternative High School teacher Laurie Zorn about Harol ter's plays in drama class.

Yes, I go to the Alternative High School in Marquette. People usually ask me what it's about. I'd like to tell you.

The Marquette Alternative Senior High School (called M.A.S.H. by its students) is really great. It offers people like myself, who have dropped out of school, a second chance.

M.A.S.H. is a small school. Because there are only seventy students enrolled, everyone has an opportunity to get involved in school projects and activities. It's a nice change to get to know all of the students and teachers. Learning is actually enjoyable!

We have a split schedule here. Students attend school in the morning or the afternoon and are involved in a supervised work experience program the other half of the day. The Alternative High offers the basic courses: Math, Science, Government, History, and English. Other courses include: Career Awareness, Photo Communications, Typing, Life Skills, Journalistic Arts and Newspaper Writing, and Creative Dramatics. Classes are small and personal, making it easier to learn and communicate.

M.A.S.H. means a lot to me because it is such a change from the regular high school. I feel strongly about wanting to continue school and graduate.

I interviewed other students here and asked them one question: "What does this school mean to you?" Here are their replies:

Terry: "It's great!"

James: "I think it's great because at the previous school I was going to I had terrible attendance. This school is worth coming to."

Dwight: "It's alright."

Tom: "It's alright. I like it."

Joe: "It's okay but it's still school."

John: "I like it here because you have more of a chance to develop your mind."

Lisa: "You get treated well here. More like an individual than a group."

Karen: "I like the school. The teachers are understanding and care about what's going on."

Bob: "It means to me that we can get our high school diploma and get help at finding a better job."

For more information about the Alternative High School, call Laurie Zorn (226-2010).

Park clean up

It's been years since the park at the corner of Ohio and Pine streets received a thorough cleaning. But since the park is where 88 students of Marquette Alternative High School on to take advantage of lo something about it. mated by the city, they [illegible], filling about 85 bags in about three hours. The refuse will be picked up by city crews as part of the city's annual cleanup, running through May 9. The students decided to undertake the project as part of their "life" class. Next week they are going out to plant 6,000 red pines on 30 acres near Little Lake which was donated to the Marquette Public Schools.

Exhibit 12-B-3
MASH 82

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Mining Journal 5/3/80

Focus on You

Th[illegible]t student nominated by Marquette te[illegible] Senior High School for student of [illegible] is senior Dan Stenglein, the son of haron and William Stenglein of 6135 U.S. 41 outh in Marquette. Dan has earned a reputation at MASH for "infectious enthusiasm." He is a student assistant for the school's outdoor recreation class and according to those who know, plays a tough and competitive game of broomball. Dan says he enjoys broomball and remembers the tournament MASH held last year at Northern's ice arena with satisfaction. This is Dan's second year at MASH.

The emphasis at MASH is on individual achievement and traditional honors in competition with others are not awarded.

At the present, Dan is attending the Northern Michigan University Skills Center, as well as MASH. He attends the Center two hours every day, with the other four school hours spent at MASH. He is taking courses in air conditioning, refrigeration and heating at the Center, in addition to American literature and history, which are his major subjects at school. Literature is his favorite subject, and he enjoys mysteries most of all. Edgar Allen P and Rod Serling are his favorite authors. [illegible] of the time he spends in school [illegible], especially fish

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-Action Shopper-News, May 20, 1981

focus on youth

Max Muelle is the choice of the Marquette Alternative Senior High for this week's Student of the Week. Max is a senior at MASH and the son of Max and Adelaide Muelle of Route 2, Box 118D, Marquette.

Major subjects for Max have included journalism, math, business law and health and recreation. Max's favorite class is business law, because he is interested in learning about law. He says that the most valuable thing he has learned in this class is that there is so much more to learn.

Max's journalism class has been involved in putting together the school's newspaper and yearbook. These projects have required many hours of enjoyable labor and recently, the selling of ads for the yearbook. Max's pride in this venture brings a sparkle to his vo[illegible] he talks about it, and the fac[illegible] who watched the succe[illegible] impressed. Says [illegible] an unbeli[illegible] scho[illegible]

Max Muelle

njoys the people—"They make
e, both at school and work."
finitely in Max's future—"I
to school for the rest of my
law and aviation will also
s. Max is undecided about
ot those. He may move
about Texas), and thinks
someplace warm for a
nd with no snow. Max
ers at MASH with a
nd since this is what
is well on his way
cides to do.@

Action Shopper,

Page 6

Focus on Youth

Cheryl Campbell is the nominee for this week's Student of the Week. A student at Marquette Alternative Senior High School, Cheryl will graduate in June and keeps up a busy pace. Cheryl lives with her mother, Helen Feltner at 2040 Presque Isle in Marquette.

The hard-working senior is carrying a full load at MASH which includes health and recreation, employment skills, history and journalism. Afternoons find her at the Northern Michigan University Skills Center, where she takes clerical business classes. She enjoys the office machines class the most because she likes the math work involved. (Cheryl says math is her favorite subject.) In addition, she takes night classes through Marquette Community Schools—this semester it is an art class.

This is Cheryl's second year at MASH and she says that she appreciates the "second chance" that MASH has offered. "I wouldn't be graduating if it weren't for the people at MASH," she says simply.

Cheryl is a member of the school's journalism staff and is basically responsible for the school yearbook, a challenge which she obviously enjoys.

Added to all of these commitments is a 20 to 25-hour part-time job at the Medical Center. Cheryl does clerical and cleaning work after school each day and on weekends. ("I really like my job and the people I work with.")

[illegible] spare time (which is understandably sp[illegible]ght now), Cheryl like to sew (she makes many of her own clothes), do needlepoint (especially wall-hangings), ride a bike and swim.

About being a senior, Cheryl says, "It's great! I love it." She is anxious to graduate and have a bit more free time. She will continue working at her present job and would like to complete her studies at the Skills Center. Eventually, she plans to attend NMU to study in the area of computer science.

Cheryl Campbell

"My real goal is to have my own business and run my own computers," said Cheryl. It is easy to see this determined young woman doing just that!

Exhibit 12-B-4
MASH 82

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MASH

Vol. 2 Issue 5 MARQUETTE ALTERNATIVE SENIOR HIGH Nov.-Dec. 1979

Christmas: A Special Time Of Year

by

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GRADS SPEAK OUT!

by Wanda Remington

Following are some questions asked of our January graduates. We wanted to find out how they feel about getting their high school diploma, school, and their interests.

***** Crystal Ca

M.A.S.H̄. "Are you exci
graduating?"
C.C. "VERY!"
M.A.S.H. "What did you
this school?
C.C. "I liked it
M.A.S.H. "Did you lik
on staff he
C.C. " I sure did!
was so nice
M.A.S.H. "What are so
hobbies?"
C.C. "Macrame,ten
country ski
and swimmin
A.S.H. "What kind o
do you like
C.C. "Rock and Ro

.....
....

***** Nate Noble *****

M.A.S.H. "Are you excited about graduating?"
N.N. "I'm very excited! I've waited a long time for this, so I know I'll be very happy to get my diploma."
M.A.S.H. "What did you think of this school?"
N.N. "It's super!"
M.A.S.H. "Did you like the teachers on staff here?"
N.N. "They're great!!" They really helped me get through some tough problems and are really great friends."
M.A.S.H. "What are some of your hobbies?"
N.N. "I'm starting to play the guitar. I like to box,water ski,canoe,golf,and be out-of-doors.
M.A.S.H. "What music do you like?"
N.N. "Sometimes Jim Croce, sometimes,Deep Purple."

Exhibit 12-C-4
MASH 82

and caring. A time of givi
and getting, but ~~most of all~~
... remembering.

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This is Your LIFE...Class

by Phyllis Fugere

What is LIFE class? No one seems exactly sure. It was designed to be a class to help students get to know themselves and others better. Classes are divided into four different groups, each group has a different function. Let's find out what the LIFE classes have been up to!

The morning LIFE groups have been busy. Laurie's LIFE class was in charge of activities for the first half of the semester. They organized a roller skating party and a Halloween party. They also organized the float construction. This was the first time MASH had taken part in activities at Marquette High. They're in charge of operations this time around. They are working to help student get more credits, trying set up a school governme and making a suggestion b

Joe's AM LIFE
in charge of
Relations . They
article in th
Journal written
Vashaw and Chris
were interviewe
radio station,
an upcoming a
school public
Redline. This nine
they're in charge o
activities. They're presently planning a holiday dinner and some type of outdoor activity.

Marigene's AM
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first 9 weeks. T
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Leon Gibson,
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charge of promotions. They're making wreaths and had bake sales.

PM LIFE group
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S.H.

group
Public
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Michigan
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charge of
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PM LIFE class
e of student
the first 9 weeks
on the smoking
ance policies. They
a bucket by the
area to eliminate
er problem. They
revised
endance policy. This
eeks they're in charge
ograms. So far
ve lined up a couple of
kers to come in. Doug
ceau a folk singer, came
Friday. He was very good.

All the groups seem to be doing alot of really good things. So, maybe I haven't

Exhibit 12-B-5
MASH 82

idea of what the LIFE classes have been doing.

One Of A Kind

by "Scoop" Noble

This article is first in a series of personal interviews with students and staff at the Alternative High School.

Laurie Zorn
English/Communication Arts

Teaching is enjoyable? Well, that's the impression I received when interviewing Laurie Zorn, English and Communication Arts teacher at the Alternative High School.

Ms. Zorn, age 25 is involved in her second year of teaching and likes it very much. "Teaching is a way for me to learn as well as share my ideas with others. I enjoy the challenge of helping myself and others grow."

Last year Laurie spent her first teaching job with the Baraga School District where she was a special reading consultant. She was also the girl's track coach which turned out to be a "fun experience."

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FUTURE GRADS

Exhibit 12-B-7
MASH 82

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"...Two roads diverged in a wood,
and I—
I took the one less traveled by,
And that has made all the
difference."

—Robert Frost
"The Road Not Taken"

"S. A. C."

A Program to Improve Student Management At The Graveraet Middle School

In conformity with district Goals and Objectives for 1980-81 and in response to requests from middle school teachers and administrators, a pilot project has been designed for Graveraet Middle School to improve teacher management of disciplinary problems in the classroom and to establish a Special Assignment Center (S.A.C.) as an alternative to suspension.

In recent years, there has been a noticeable increase in the number of suspensions from the two middle schools because of serious infractions of school rules. It is estimated that 25% of the student population would benefit from special attention in a setting isolated from the regular school community. Teachers have indicated strong interest in a systematic disciplinary system which would not only have a deterrant and corrective effect on violators, but also create a positive school climate in which they could more effectively provide instruction to the majority of positively motivated students.

During 1980-81, the following preparatory activities occurred:

1. Dr. Charles Harris, who is Director of Child and Adolescent Services for the Community Mental Health Center, conducted a half-day inservice for all middle school teachers on Glasser techniques for student discipline. Dr. Harris, a licensed psychologist, was formerly Coordinator of Psychiatric Services for Amarillo School System.

2. Mr. Tuttle, Mr. Brady and Mrs. Ingram met to develop program strategies.

3. Mr. Tuttle and Mrs. Ingram met with the Graveraet staff on June 5 to discuss the proposed S.A.C. plan, at which time teachers voted 2 to 1 to support instigation of the system, including reassignment of a regular staff member to the program.

Implementation Steps for 1981-82:

1. Mr. Michael Stefanac has been selected as S.A.C. teacher/supervisor.

2. On Monday, Tuesday, Wednesday (August 24, 25 and 26) Dr. Harris will conduct a three-day intensive training workshop for 12-15 local teachers and administrators plus representatives of other Alger and Marquette County School Districts. Topics will include:
   - A. Principles of Glasser's Reality Therapy;
   - B. How-to-do it strategies for managing discipline in the classroom;
   - C. How to use the Special Assignment Center, and what will happen there;
   - D. Development of school rules for Graveraet.

3. Dr. Harris will introduce the program to the entire staff the first week of school. During the year he will provide additional teacher training opportunities, and weekly consulting support.

4. The S.A.C. Center will be installed in the former arts-crafts room under the direction of Mr. Stefanac. Students will be assigned there as a consequence

Exhibit 12-C-1
MASH 82

of committing certain offenses predetermined to be of serious enough consequence to warrant separation from the regular school community. Ordinarily teachers will recommend students to the Principal or the Assistant who will consult with parents before making a referral.

The S.A.C. setting will be passive but not punitive. Under Mr. Stefanac's direction, students will work individually on regular assignments or programmed instruction and receive daily counseling and diagnostic assessment, if indicated. They will be confined to the center and not permitted to participate in any regular school activities. To get "out of the S.A.C." and be reintegrated into the regular school, students will be required to "make a plan" indicating that they assume responsibility for their behavior and its consequences and outlining steps which will assure that previous offenses will not be repeated.

5. Program effectiveness will be evaluated in June, 1982 in terms of numbers of students suspended and teacher appraisal of school climate. If successful, consideration will be given to extending the program to the other secondary schools.

This proposal, addressing as it does, the subject of student discipline, is responsive to a primary concern of the public at large (Gallup Poll) and of recent national studies such as James Coleman's. There is interest locally on the part of parents, teachers, helping agencies and the courts, and the methodology is in accord with suggestions of M.E.A. leaders that we work with problem youth within our regular school programs. If successful, S.A.C. should reduce the numbers of students requiring an off-site alternative school program at the high school level.

Budget

The teacher salary is part of the regular instructional budget. Additional costs are borne by the ESEA Title IV,C grant which has allocated $3,000. for the purpose of "developing at the middle school level strategies and techniques to reduce school failure and the number of potential secondary school drop-outs.' $750. has been awarded by the Marquette-Alger Professional Development Advisory Council for Workshop expenses.

1.	Consultant, Dr. Harris	$1,000.	IV,C
2.	Workshop:		
	Leadership and Materials	750.	PDAC
	Teacher stipends	1,080.	IV,C
3.	S.A.C. Instructional supplies	500.	IV,C
4.	S.A.C. Equipment	420.	IV,C
		$3,750.	

Exhibit 12-C-2
MASH 82

JKI 8/18/81

Worksheets

Worksheet 1

EDUCATORS SURVEY

Name______________________________Position_________________________

School District____

Size of District____________________Size of High School______________

1. In the high school(s) in your district, are there students who are seeking advanced level courses or classes on specialized topics which cannot be offered because of small numbers and high cost?

   YES [ ]   NO [ ]

   If YES, please estimate how many students are currently in this category. ________

2. Do you have students who seek kinds of vocational training which you do not offer in your district?

   YES [ ]   NO [ ]

   If YES, please estimate how many students are currently in this category. ________

3. Can you estimate the number of students who drop-out of your high school each year? ________

   What do you think are the principal causes?

   ____

   ____

   ____

   ____

4. How many of the students attending your school are not achieving a normal level of school success and educational attainment? ________

   What are some of the causes?

   ____

   ____

   ____

APPRAISAL OF STUDENTS WHO LEAVE HIGH SCHOOL

1. Estimate by grade how many students left school last year:

   Twelfth____ Eleventh____ Tenth____ Ninth____ TOTAL ESTIMATE_____

2. Of the above total, approximately how many students left school for the following reasons:

   Moved and requested transfer ______

   Moved and no request for transfer ______

   Job/Military ______

   Suspended or Expelled (Involuntary) ______

   Dropout (Voluntary) ______

   Referred to another educational program in your district ______

3. Will the numbers who leave school this year be greater or smaller than last year?

   GREATER [ ] SMALLER [ ] ESTIMATE how many ____________

4. Of the students who have been suspended or have dropped out in recent years, how would you rank the following reasons (consider "1" being the highest, "14" the lowest)?

   _____Poor attendance

   _____Illness

   _____Behind in academics

   _____Drug abuse/alcoholism

   _____Peer Pressure

   _____Needed to help at home

   _____Need to work

   _____ Apathetic, bored with school

   _____ Socially not accepted

   _____ Pregnancy/parenthood

   _____ Rebellion against school rules

   _____ Family/personal problems

   _____ Hostile, abusive behavior

   _____ Lack of options in school system

5. Of the students who have left school within the past 3 years, estimate:

   - how many have returned and completed school ________
   - how many will return and complete school ________
   - how many have completed GED requirements ________

Worksheet 3

IDENTIFYING PROGRAMS WHICH MEET SPECIAL NEEDS OF STUDENTS

Read the following list: (1) CROSS OUT those programs which do not exist in your area. (2) For the remaining programs, INDICATE which special needs area(s) the program addresses.

Program	Academic Acceleration	Vocational Training	Drop-out	In-School Failures
Adult and Community Education				
School-within-a-School				
Work Experience for Credit				
GED Preparation				
Learning Disabled Classes				
Emotionally Impaired Classes				
Vocational Classes, In-district				
Vocational Classes, Out-district				
Pregnancy Programs				
College courses for Credit				
Gifted Programs				
Community Mentor/Apprenticeship				
Juvenile Court Diversion				
Parole/Probation Supervision				
Correspondence Courses - Credit				
Intensive Counseling, In-district				
Referral Services - Community				
Job Placement				
Individually Guided Learning				
Computer-assisted Instruction				
Optional Credit Programs for Seniors				
Department of Social Services				
Community Mental Health				
Alternative High School				
Other				

Worksheet 4

COMMUNITY SURVEY

NAME OF AGENCY/ORGANIZATION ____________________

DIRECTOR ____________________

ADDRESS ____________________ PHONE __________

Please give the following questions your careful consideration. Place a ( ) check after the appropriate response(s). If additional explanation is necessary, use reverse side of sheet.

1. Does your agency/organization provide DIRECT SERVICES to school-age youth?

   YES [ ]   NO [ ]

   If YES, please check the appropriate age group(s):

   Under 16 years [ ]   16-18 years [ ]   Over 18 years [ ]

2. What type of DIRECT SERVICES do you provide the youth?

   _____ financial aid   _____ housing   _____ education
   _____ medical aid   _____ counseling   _____ employment

3. Does your agency/organization provide INDIRECT SERVICES to school-age youth?   YES [ ]   NO [ ]

   If YES, explain briefly: ____________________

   ____

4. In working with school-age youth, does your agency/organization:

   a. make school attendance a condition to services? YES [ ] NO [ ]
   b. follow-up on regularity of school attendance? YES [ ] NO [ ]
   c. assist student in determining educational goals? YES [ ] NO [ ]
   d. provide information regarding educational opportunities and options? YES [ ] NO [ ]

5. Does the local school district presently provide the education options needed for your school-age clients?   YES [ ]   NO [ ]

6. What additional options do you feel would be helpful? Explain briefly.

   ____

7. Approximately how many of your present school-age clients would benefit if an alternative educational program were available? Estimate by age group.

   Under 16 years [ ]   16-18 years [ ]   Over 18 years [ ]

8. Additional comments:

   ____

Thank you for your cooperation. Return to: ____________________
(Name, Title, Address)

STUDENT NEEDS AND PROGRAM RESPONSE

1. WHO ARE OUR POTENTIAL STUDENTS?

2. WHY HAVE THEY FAILED? (Consider both symptoms and root causes)

3. WHY SHOULD WE HELP THEM? (What are the obligations of public education?)

4. WHAT DO THEY NEED?

5. WHAT OF THESE NEEDS CAN OUR SCHOOL RESPOND TO: (Be realistic)

6. HOW SHOULD WE DO IT? (General format and unique elements)

7. WHAT WILL BE THE OUTCOME?
    A. Goals for students:

    B. Potential benefits to district:

FACT SHEET

What is the Program?

Who are the Students?

What are the Goals?

What will be Taught?

How is it Governed?

How much does it Cost?

For More Information, Call ________________________ at __________________

date ________________

Worksheet 7

DAILY SCHEDULE

	----------------BREAK----------------------			
	----------------BREAK----------------------			
	----------------BREAK----------------------			

PROGRAM OBJECTIVES

OBJECTIVES (date:)	MEASUREMENT	CRITERIA FOR SUCCESS	OUTCOME (date:)
1.			
2.			
3.			
4.			
5.			

Worksheet 8

Worksheet 9

BUDGET SHEET

EXPENSES	REVENUES
	Local Funds + Other Revenue Sources
Teacher Salaries:	
Administrative Salaries:	
Benefits:	
Instructional Supplies:	
Office Supplies:	
Custodial:	
Building Rent:	
TOTALS $	$ + $ = $
[Per Pupil Cost =]	

STUDENT SELECTION POLICY

I. Criteria

II. Process

STAFFING PLAN

________ students will be accomodated in (one, two) shifts. Each will attend ______ classes per day, with an average class size of ________. ________ sections will be offered each of ______ periods for a total of _______.

There will be ______ teachers, each assigned ____ sections. Remaining sections and support services will be staffed by the Job Coordinator (____ sections), the Principal (____ sections), and other part-time personnel, as indicated: ____.

Language Arts:

Social Studies:

Mathematics:

Science:

Electives:

Career Education/Job Placement:

Support Services:

RULES AND REGULATIONS

Attendance:

Grading and Credits:

Employability Preparation:

Conduct:

I agree to observe the rules and regulations described above, understanding that any violations will jeopardize my continuation in the program.

Name ______________________________ Date ____________

Worksheet 13-A

COURSE OUTLINE

TITLE: ______________________ **Length** ____________________

Required _____ **Elective** _____ **Credit** _____

Course Description:

____

____

____

____

____

____

____

____

____

Learning Objectives:

____

____

____

____

____

____

____

____

Related Michigan Life Role Competencies:

Nos. ______________________ Aesthetic and Humanistic Appreciations

Nos. ______________________ **Employability and Occupational Skills**

Nos. ______________________ **Personal and Family Management**

Nos. ______________________ **Civic and Social Responsibility**

UNITS OF LEARNING

COURSE TITLE ______________________________

Units or Topics: Est. Weeks

____

____

____

____

____

____

____

____

____

____

Principal Texts and Resources:

____

____

____

____

Other resources:

____

____

Primary Instructional Methods:

____

____

How Progress is Evaluated:

____

Prepared by: ______________________________ **Date** __________

Worksheet 13-C

UNIT PLAN

COURSE TITLE ______________________________

Unit No _____ Title ______________________ Est Weeks _____

Unit Objectives:

Sequence of Topics and/or Activities

Instructional Methods and Materials

How evaluated?

PROFESSIONAL DEVELOPMENT PLANNING SHEET

PERSONAL GOALS FOR PROFESSIONAL DEVELOPMENT	ACTIVITIES TO HELP ACHIEVE THE GOALS

TESTING AND MEASUREMENT INSTRUMENTS

When selecting testing and measurement instruments, consider the following:

What do you want information about achievement, aptitude, self concept, interests, aspirations?
What reading level is appropriate?
How is the test to be administered?
How is the test to be scored?
How are the results recorded?
How are the results reported?
What is the validity of the test/evaluation?
What is the cost involved?
Can the test be reused?
Will it provide the information you desire?

A. ABILITY

B. ACHIEVEMENT

C. SELF CONCEPT

D. VOCATIONAL

E. OTHER

Readings

Alternative Schools

Thomas B. Gregory

Gerald R. Smith

Indiana University

An article prepared for the
fifth edition of the
Encyclopedia of Educational Research

January, 1981

Running head: Alternative Schools

* * * * * * * * * * * * * * *
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* of the authors for distri-*
* bution with the MASH *
* Training Manual *
* * * * * * * * * * * * * * *

With good reason, the 1969 volume of the Encyclopedia contained no article on alternative education. Knowledgeable observers pinpoint the beginnings of what has become a significant movement in American public education anywhere from the early to late 1960's though unlabeled antecedents of alternative education existed as early as the 1930's (e.g. the Bronx High School of Science). Fantini (1973) did a good deal of the early writing on the topic and envisioned much of the potential optional or alternative schools had for the public sector.

In the 1960's, alternatives seemed to be springing up on every street corner; most were privately funded free schools to the left of center on the ideological spectrum. The Parkway Program in Philadelphia, which is generally identified as the first autonomous, public alternative school, opened its doors in 1969. It was followed shortly by Metro in Chicago and the St. Paul (Minnesota) Open School. Duke (1978) and Smith, Barr and Burke (1976), outline the history of the rapid development of alternatives since that time. One reason for this rapid growth of alternatives is that, unlike other reform strategies, they need not cost more than conventional schools (Theroux, 1974).

Defining alternatives and even counting them are not simple matters. In a study of alternatives in Indiana, Smith & Coppedge (1974) reported that at least one small school system labelled its only school as an alternative. Numerous schools that violate widely accepted characteristics of alternatives (e.g., free choice and distinctiveness of program) nevertheless answer to that name. Also, terms like "open," "informal," "free," and "alternative" are sometimes used, not only to describe programs that students freely elect, but those to which they are arbitrarily assigned. Some research, that applies these labels to the latter settings, has been included in this review when it seemed to augment similar research in free choice settings. There is, however, a large body of literature on open education that was omitted here because of space limitations. Counting schools is also difficult because some schools are short-lived and new schools are continually starting. Numerous state legislatures, for example, have enacted various forms of enabling or mandatory legislation to stimulate the widespread formation of alternatives, resulting in the "overnight" sprouting of dozens of schools. These and other factors contribute to a movement in flux, one impossible to portray accurately with any degree of certainty.

Smith et al. (1976) have identified three criteria that might be called the sine qua non of public alternatives: students attend by choice, the school or program is responsive to unmet local needs, and the student body reflects the racial and socioeconomic mix of the community. Schools both to the left and right of conventional school programs can meet these criteria.

Other criteria have been proposed by Deal (1975), Ellis (1975) and Parrett (1979), but many of them seem more appropriate for schools only to the left side of the ideological spectrum. Even the term "alternative school" is controversial to the extent that it connotes criticism of conventional schooling. As a result, many educators, attempting to emphasize the concept of free choice among equally valid conceptions of schooling, substitute the term "optional schools." Raywid (1980), in a current project funded by the National Institute of Education, is developing a scaling technique containing nine dimensions of schooling to identify ideal or pure types of optional or alternative schools.

Surveys by the National Alternative Schools Program (Wolf, Walker & Macklin, 1974), and the National School Boards Assocation (1976) helped describe alternative schools in the public sector. Using the latter and other sources, Smith concluded in 1978 that at least a third of the nation's 1,600 school systems had one or more

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alternatives in operation. He estimated that that figure increased to 80 percent when only the larger school districts (over 25,000 students) were considered and that over 10,000 public alterantive schools were in operation in 1978 serving about 2,000,000 young people or five percent of the elementary and secondary school population.

Alternatives are typically small in size with only a small percentage of schools exceeding 200 students. In fact, smallness and the informality it fosters are generally considered prime virtues of these schools. The range of schools existing is extremely diverse. Many, perhaps most, of the earliest-formed schools focused on middle class, often college-bound students. The concept was quickly applied to various "dis" populations (e.g., the disaffected, disadvantaged, disruptive, underachieving, pregnant and dropout-prone). That segment of the spectrum has expanded rapidly. Arnove and Strout (1980) developing estimates from several sources, concluded that one-third of the existing schools were for such students. Alternative schools, whether public or private, elementary or secondary, vary widely. Using nine categories, Barr (1975) identified continuation schools with individualized programs (20%), learning centers with specialized resources (18%), schools-within-schools that make heavy use of the community (17%) and open schools with integrated curricula (15%), as the most frequent types encountered. A more recent phenomenon is the rapid development of back-to-basics, traditional alternatives. A complete range of schools from free schools to military academies now exists in the public sector. The gamut also includes schools for the fine and performing arts, maternity schools for pregnant students, behavior modification schools, street academies, and Montessori schools, to name only a few.

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A variety of these schools may be found in many major cities. Such clusters of alternatives are sometimes specifically designed to function as one element in a larger desegregation effort by attracting students of two or more racial or ethnic groups to a school with a specialized curriculum or resources. Such schools have been appropriately termed "magnet schools" (Estes & Waldrip, 1978; McMillan, 1980).

Climate

All the evidence indicates that alternative schools do, indeed, have unusual climates. They have fewer rules (Duke, 1978) and, perhaps as a result, significantly less rule-breaking behavior occurs in them than in conventional schools (Perry & Duke, 1978). The rules that do exist are clearer, and in contradiction to the prevailing stereotype, open settings have higher levels of order and organization than do conventional schools (Trickett, 1978). Gluckstern (1974) identified seven environmental characteristics and twelve personality factors in examining forty-three alternative programs. His analysis suggested that alternative education climates constituted a significant deviation from the traditional structure of schooling.

The differences in climate run deep. Dreeben (1968) has postulated that schools receive young children accustomed to the norms of the family and prepare them for the norms that govern formal institutions by adopting those norms themselves. Alternative schools, however, do not; rather they seem to operate by norms similar, but not identical, to the family (Swidler, 1976). Alternative school teachers tend to substitute bonds of affection for authority and treat students as "whole people" rather than as performers of discrete tasks. Perhaps, as a result, students working with them prefer sharing to achieving. Fizzell

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(1975) concluded that the differences between alternatives and conventional schools were so great that the behaviors that evidenced success in one, evidenced failure in the other.

Studies regularly find that students like alternative schools (Barr, Colston, & Parrett, 1977; Duke & Muzio, 1978; Swidler, 1976). Using a new instrument, grounded in the Maslow needs hierarchy (1954), Smith, Gregory and Pugh (1981) found that the lowest scoring of seven alternatives was superior to the highest scoring of six conventional schools they examined in meeting students' needs for social interaction and a sense of belonging, for esteem and a sense of accomplishment, and for personal growth and self actualization. Furthermore, the teachers in those alternatives were significantly more satisfied with their success in those areas than were their conventional school colleagues. Interestingly, the two groups of schools differed little in meeting students' needs for order, safety, security and control.

Organizational Structures and Processes

One of the surprises of this review was the number of studies of the organizational structures and processes of alternative schools. This discovery is striking because alternative schools scarcely constitute complex organizations.

Nirenberg (1977) compared the response of alternative school teachers with those of teachers in conventional schools in the same sociopolitical environment. He found significant differences in administrative climate, in teacher sense of power, in degree of bureaucratization, and in degree of teacher autonomy, all in favor of the alternative schools.

Cusick, Martin, and Palonsky (1976), reviewing results from four separate studies (Cusick, 1973; Cusick & Ayling, 1972; Martin, 1975; Palonsky, 1974)

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examined the reciprocal relationship between student behavior and the organizational structures of schools. They concluded that the organizational structure of comprehensive high schools results in a large amount of school time when students are required to do little other than be in attendance and minimally compliant. In the single alternative setting examined, the school's staff developed a variety of strategies designed to form a new social group composed of both students and teachers and in the process developed a reward system and a system of normative behavior which valued high student involvement and academic achievement. Thus, the alternative program substituted internal cohesion for external authority as a device for controlling student (and teacher) behavior, a finding congruent with Swidler's (1976) work already described.

Using case studies of two alternative schools, Deal (1975) identified a four-stage model of the development of these schools; an euphoric stage (living out fantasies), a psychic upheaval stage (early conflicts with reality), a dissatisfaction stage (disappointment), and a resolution stage (dissolution of the school, reversion to conventional practices or stability as an alternative). In another case study, Singleton, Boyer, and Dorsey (1972) portrayed the "structure crisis" at a private, midwestern, free school, alternative. They describe the refusal of students to attend classes they and the staff had initiated and the group's failure to find a substitute for individual student autonomy. Among the potential explanations, the research identified (a) both groups' ambivalence about power and the staff's failure to assert its leadership, (b) the participants' feelings that any structuring of the group would encourage competition rather than the highly valued norm of cooperation, (c) a general agreement among the staff and students of the primacy of personal experience, and (d) the participants' failure to engage in critical dialogue because of an over-emphasis on tolerance.

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In an interesting conceptual article, Argyris (1974, p. 429), a respected organizational theorist, postulated that ". . . people may be 'programmed' by our culture to behave in ways that cancel out their uniqueness and reduce their effectiveness in groups." According to Argyris, people so programmed will construct organizations that protect their incompetence. He terms this extension of the Peter principle--that people protect their levels of incompetence once they have reached them--"Model I theories-in-use." He further suggests that many descriptions of alternative school phenomena, including the developmental tendency to revert to conventional forms, is due to the fact that the participants hold theories-in-use that will not permit the schools to succeed as atypical governance models.

Student participation in the life of the school and especially in its governance, a trait of many alternative schools, is described in two separate case studies (McKinney, 1978; the Center for New Schools, 1972). In each study, the researchers found that many students, indeed probably most, did not want to get involved in long governance meetings unless a significant crisis had emerged to pique their interest. One explanation of this phenomenon involved Etzioni's (1965) instrumental and expressive realms of organizational activity. Except for crisis situations or when aroused by what they considered an improper decision, students were generally more interested in controlling the expressive realm, than the instrumental. An additional explanation, extended by McKinney, is that the alternative school did not evolve its own positive ideology but constructed its identity only in reaction to what it viewed as the negative features of the conventional school. McKinney termed this failure to develop a positive institutional identity, "retarded ideology."

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Teaching and Learning

Research comparing learning gains in alternative and conventional schools is scant. Some, collected in evaluations of individual schools, is difficult to generalize to other populations. Several studies, comparing gains in formal and informal, but not necessarily alternative, settings, provided the best evidence of these effects. In the lower grades--what one might call the basic skills years--the weight of the evidence suggests that structured settings result in higher academic achievement (Bane, 1972; Bennett, 1976; Minuchin, Biber, Shapiro, Zimiles, 1969; Wright, 1975). This advantage appears to be especially true for very young, disadvantaged children (Bane, 1972). At least some of this difference seems to be attributable to test-taking ability (Minuchin, et al., 1969). Young children, taught in informal settings, appear to be at a disadvantage in situations requiring speed and concentrated effort (e.g., formal test-taking). These same children, however, proved strikingly superior to conventionally trained cohorts on a test requiring a cooperative, group effort. The description of the informally-trained children's work contained such adjectives as vigorous, relevant, self-propelled, effective, and technically accurate while descriptors of the conventionally trained children's effort included tense, competitive, rigid and uninvolved.

Some shift occurs in the results for older students. Here several other factors appear to intervene. The disaffection, absenteeism, psychological withdrawal, and disruptive behavior that characterize some adolescents' responses to conventional schooling would logically appear to decrease the school's ability to induce learning. Additionally, suspected differences in test-taking ability between conventional and alternative students might be expected to moderate

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with time. Whatever the causes, most comparisons of academic achievement in the high school years yield either no significant differences or mixed results (Barr et al., 1977; Duke & Muzio, 1978; McPartland & Epstein, 1977; Swidler, 1976). Moreover, as will become evident in the next section, it is only in the domain of the standardized achievement test that the relative success of alternative schools is at all suspect.

Many alternative high schools make heavy use of their communities. Smith and Barr (1976) detail the many variations of the learning-from-the-real-world theme that alternative schools have developed. Variously termed action learning; walkabout; or experienced-based, community-based, or experiential learning, these forays into the real world make new demands on teachers (Bontempo, 1979) and students (Shoup, 1978) but little hard evidence of the outcomes of their efforts exists.

One justification for alternative schools is that legitimate differences in learning styles need to be accommodated by different learning environments. Parrett (1979), building on the work of Baker (1976), found that alternative and conventional school teachers reported significantly different teaching styles from each other. The data he collected from students corroborated these results.

Other School Effects

Schools strive to accomplish goals beyond academic achievement. They universally want their students to behave reasonably, to enjoy the schooling endeavor, to learn that they are worthwhile people, and to find sufficient satisfaction in learning to be motivated to engage in it. In these areas, alternatives display considerable success. In summarizing the evaluations of six alternative programs, Barr et al. (1977) found that students in them

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consistently had more favorable attitudes toward themselves, their teachers, and their schools than was true of conventional school students. Duke and Muzio (1978) report similar, positive results in their review of 19 school evaluations but caution against reading too much into these usually unsystematically collected data.

In two well-constructed studies, Strathe and Hash (1979) and Reddy, Langmeyer & Asch (1978) report favorable improvements in self concepts of alternative school students. Programs reporting attendance data, experienced decreases in dropouts and increases in school attendance (Barr, et al., 1977; Heinle, 1976).

When one considers that many alternatives serve previously disruptive students, the low incidence of discipline problems in these schools is indeed remarkable (Barr et al., 1977; Duke & Perry, 1978; Perry & Duke, 1978). A promising application of the concept is in the arena of delinquency prevention. Alternatives that serve delinquent students have been in operation a comparatively short time. Little hard evidence of their impact exists yet. Arnove and Strout (1978) found gains in basic academic and social skills, improved self-concept, and increased acceptance by others. On the negative side, they report finding incidences of negative labelling of students, disproportionate percentages of minority students, academic tracking, and tight social control. Little (1979) makes some useful distinctions between conventional programs intended to control individual disruptive students (e.g., suspensions, expulsion, isolation, and compensatory education) and alternative education approaches which attempt to alter the total school environment to make it possible for more students to succeed.

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Gold (1978, p. 290) theorizes that "delinquent behavior is a manifestation of a psychological defense against threats to self-esteem and a substantial part of those threats originates in school experiences." He hypothesizes that an alternative program run by warm, accepting teachers who significantly increase the proportion of delinquent youths' successful versus unsuccessful experiences will be effective. Hawkins and Wall (1980) identify a number of elements of typical alternative education approaches that they conclude hold promise for preventing the sort of behavior that leads to delinquency, for increasing achievement and success experiences, and for increasing attachment to school and teachers while decreasing attachment to delinquent peers. The elements included an individualized system of instruction; a realistic, attainable system of rewards; a goal-oriented learning environment; and a small-sized, attentive, and supportive environment. Many of the researchers cited point to the need for more research on the impact of alternatives on delinquency. Several of them have begun that effort in this very new area.

A Closing Comment

What can be concluded from this review of research on alternatives? The most obvious generalization repeats an old refrain: little research has been carried out on alternatives, public or private, and the results are of limited value for three reasons. First, the single largest type of research is the case study, typically focused on one or two schools. While useful, particularly for hypothesis generation, data from case studies have limited generalizability. Second, much of the research has been carried out by younger researchers, often through doctoral dissertations which are handicapped by time and money constraints. Third, there are relatively few studies that include comparisons of alternative

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and conventional students' academic achievement. Although difficult, because the goals of alternative and conventional schools differ in focus and emphasis, common areas of agreement such as the teaching of basic skills do exist.

A national assessment of educational alternatives in the public sector is long overdue. While two descriptive surveys have been reported in the literature, their results were not widely disseminated. Moreover, one is, at this writing, six years old and the other reports few details of its research design and methods.

Most studies that have been done--some of them quite carefully crafted--reflect quite favorably on alternative schools. They reveal programs that meet student needs, that reduce rates of delinquency, crime, vandalism, absenteeism, and tardiness, and that enhance self-concept, social skills, and attitudes toward school. Specific causal variables have not been identified but the concepts of choice, small size, informality, and student empowerment are frequently mentioned as reasons for what must, on balance, be called a successful innovation in American education.

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DRAFT

ISSUES RELATING TO THE EDUCATION TRAINING AND EMPLOYMENT OF HIGH SCHOOL DROPOUTS AND POTENTIAL DROPOUTS

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September 1981

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ISSUES RELATING TO THE EDUCATION, TRAINING AND EMPLOYMENT OF HIGH SCHOOL DROPOUTS AND POTENTIAL DROPOUTS

- During the 1977-78 school year in Michigan 39,549 high school students dropped out.[1] This represents an annual dropout rate of over 6 percent. Over a four year period (9th to 12th grade), about one of four students (25%) will leave school without a diploma.
- During the 1977-78 school year the Detroit Public School District lost 11% of its Ninth grade class.[2]

The purpose of this paper is to examine the labor market experience of those 16-24 year olds who separate from school without a diploma. The institutions and programs existing which attempt to identify and channel these people into productive, satisfying roles in society will be enumerated. Some conclusions will be reached regarding the availability of services and the types of services which seem successful in keeping youth in school. Recommendations will be made, where appropriate, with the goal of insuring that the maximum possible number of young people proceed into the labor market with high school diplomas or equivalencies.

Youth Labor Market Experience

The literature on youth employment has impressed upon policy makers the very high rates of joblessness experienced by youth. Once broken out into various subgroups, one finds that certain youth groups fare much better in the labor force than others. The October 1979 national unemployment rate for high school graduates age 16-24 not enrolled in school was 8.7% (see Appendix A). Youth of this same age group who had not graduated experienced an unemployment rate of 19.0%. Studies in other years display unemployment rates of up to 50 percent for urban minority dropout youth. This disparity in unemployment rates does not tell the whole story. Young people who have left high school without a diploma do not participate in the labor market to the degree that graduates do. The national labor force participation rate for graduates aged 16-24 in October 1979 was 86.4% (see Appendix A). This number remains fairly constant for all age levels and is close for whites and blacks. Only two-thirds (66.7%) of dropouts participate in the labor force. Further, the Bureau of Labor Statistics reports two and a half million dropouts aged 16-24 are effectively "not in the labor force."[3]

A factor limiting the participation of dropouts in the labor force is the ever-shrinking number of occupations open to high school non-completers. According to a report issued through the Vice President's Task Force on Youth Employment, in 1950, 34% of all jobs were available to young workers without a high school diploma. By 1970 only 8% of jobs in the economy were open to youth with 11 years of school or less.[4] Often, the writing, testing and interviewing skills needed to obtain the job are more sophisticated than the skills needed to actually do the job.

Women and blacks tend to experience higher rates of unemployment than white males regardless of educational attainment (Appendix B). Barely 50% of female and black dropouts participate in the labor force. Some of the female non-participation is due to parenthood. Each year in the U.S., 600,000 children are born to teenagers.[5] Once their childbearing years are over, many of these women will be trying to find work, with no diploma and years without marketable work experience.

Dropouts in Michigan

Of every 4 students beginning ninth grade in Michigan public schools, 3 will graduate. That represents a 25% dropout rate.

TABLE I.

Dropouts and Rates by Grade. Michigan Public Schools 1977-78

Grade	Number	Rate
9	5,729	3.54%
10	11,763	7.36%
11	13,060	8.68%
12	8,997	6.54%
TOTAL	39,549	6.49%

Source: Michigan Department of Education

The problem confronts schools all around the state, with one exception. School districts with less than 500 students, of which there are 38 in the state, had an average (1975-76) dropout rate of only 2.76% when the state average was 6.01%.[6] This may be related to the fact that in smaller towns the teachers, administrators, students and parents all know one another and communicate or socialize frequently. When someone in such a small social group is experiencing a problem, generally people are aware of it and are discussing it.

Dropout rates vary significantly by race. Although whites have the largest numerical population of dropouts (1976-77 school year), blacks and hispanics have much higher percentages of their total youth population not finishing school (see Table II). Studies show these dropout rates translate directly to labor market experience. "Youth who left school without diplomas have poorer records (than graduates) in terms of unemployment rates, and labor force participation . . . (also) they fall largely into the dual labor market syndrome of frequent movement among unsatisfactory jobs."[7]

Research indicates that initial labor market experiences (e.g. the first few jobs an individual takes) are a powerful determinant of that person's aspirations, expectations and future efforts at obtaining satisfying career employment.[8]

The only factors determined to be more influential are the parents' education and occupation.[9] Dropouts experiencing unemployment rates of between 15% and 50% do not receive the orientation or motivating experiences which will support them as they attempt to better themselves in the labor market.

TABLE II
STATEWIDE DROPOUT TOTALS BY RACIAL - ETHNIC GROUP
MICHIGAN 1976-77 SCHOOL YEAR

	Total	Male	Female	Drop-out Rate
American Indian, or Alaskan Native, or Native American	292	159	133	6.92%
Asian or Pacific Islander	38	22	16	2.60%
Black, not Hispanic	9,065	5,132	3,933	11.82%
Hispanic	892	511	318	12.91%
White, not Hispanic	28,929	16,831	12,098	5.42%
TOTAL	39,223	22,655	16,568	6.30%

Source: Michigan Department of Education
Note: Grades 9-12 Michigan Public Schools

Traits Commonly Found in Dropout Population

Many studies have been done to determine the in-school and out-of-school problems and pressures which lead to dropping out. Most dropouts and potential dropouts are dealing with a whole series of problems and events which combine to make school participation unacceptable or irrelevant. The following "Dropout Prediction Table" was compiled from interviews during the mid 1960's. It still holds true.

Dropout Prediction Table

The following twenty characteristics are commonly found among youth who are potential or actual dropouts:[10]

School

1. Two years behind in reading or arithmetic at 7th grade level, majority of grades are below average.
2. Failure of one or more school years (1st, 2nd, 8th, 9th grades most commonly failed);
3. Irregular attendance and frequent tardiness. Ill-defined sickness given as a reason.
4. Performance consistently below potential.
5. No participation in extracurricular activities.
6. Frequent change of schools.
7. Behavior problems requiring disciplinary measures.
8. Feeling of "not belonging" (because of size, speech, personality development, nationality, social class, family disgrace, retardation, dress, lack of friends among schoolmates or staff, etc.).

Family

9. More children than parent(s) can readily control.
10. Parents inconsistent in affection and discipline.
11. Unhappy family situation (common acceptance, communication, and pleasurable experiences lacking; family solidarity minimal).
12. Father figure weak or absent.
13. Education of parents at eighth grade level.
14. Few family friends; among these few, many problems units (divorced, deserted, delinquents, dropouts).

Peers

15. Friends not approved by parents.
16. Friends not school oriented.
17. Friends much older or much younger.

Psychological Orientation

18. Resentful of all authority (home, school, police, job, church).
19. Deferred gratification pattern weak.
20. Weak self-image.

However, the experiences of youth during the 1970's requires that a few items be added to the list.

21. Substance abuse (drugs, alcohol) personally or in the family.
22. Youth offender status (on probation, criminal record with misdemeanor or felony).
23. Teenage parent (wed, unwed).

The wide range of difficulties present in the dropout/potential dropout cohort goes beyond the school and its abilities to "treat" the individuals. Substantial numbers of the dropout population have the skills to complete high school. Some dropouts are quite intelligent, but are having trouble in other areas mentioned above. The table illustrates the complexity of the problem and the fact that no one definition or description of dropouts is all encompassing.

It then follows that no one program or service is going to be successful in returning them to school or the labor market.

Dropouts and Kickouts

Although the results are the same, leaving school early on a voluntary basis and being asked to leave, are very different. A similar situation for a job holder would be the difference between quitting and being fired. Even though one's own actions may have dictated the expulsion, the fact remains that the institution has declared it no longer wants or needs your participation.

Non-attendance as a reason for expulsion affects significant numbers of early school leavers in Michigan. Teens with problems compounded by a lack of parental support in their school work are often expelled for non-attendance. These youth are provided the chance to re-enroll and some Michigan public high schools have "re-entry" programs/classes for youth wishing to make another attempt at schooling. However, if the reasons behind the non-attendnace are not explored, the prognosis for long term enrollment is poor.

Clearly youth who misbehave and disrupt the education of others should not be allowed back in class without major changes in attitude and behavior. However, analysis is needed to determine the number of early school leavers who are expelled for benign infractions. This group is most likely to be easy to detect and refer for some limited degree of service (e.g. counseling) which will allow them to continue in the traditional classroom.

Institutional Response to the Potential Dropout

Thus far, the discussion has focused on those characteristics displayed by dropouts and potential dropouts. The other side of the coin is the way in which the school deals with students before and after they begin to exhibit signs of dissatisfaction and non-performance. The response of educators to the potential dropout can make the difference between remaining in school and separation.

A 1980 report, funded by the Wisconsin Governor's Employment and Training Office, provides a concise and insightful analysis of the choices schools make, implicity or explicitly, which create policies and practices impacting on potential dropouts. The book, Dropouts and Schools: Case Studies of the Dilemmas Educators Face by Gary Wehlage, Calvin Stone, and Herbert Kliebard, examines four Wisconsin high schools: two middle class high schools, one with a low dropout rate and one with a high dropout rate; and two working class high schools, one with a low rate and one with a high rate. Four institutional dilemmas are identified which require resolution and in turn define the personality or guiding philosophy of the school. They are:

	Left Side Resolution	versus	Right Side Resolution
1.	Public Accountability		Professional Autonomy
2.	Subjective Authority Structure		Objective Authority Structure
3.	Extended Educational Responsibility		Specialized Educational Responsibility
4.	Diverse Student Work & Evaluation Standards		Common Student Work & Evaluation Standards

The research performed in the four schools showed that a school which tends toward left side resolution can be more responsive to the needs of potential dropouts. The authors conclude:

> "These dilemmas represent competing notions of appropriate schooling. As such, educators are not likely to argue strongly against one side or the other of each dilemma; both sides are usually seen as positive. But choices have to be made and competing tensions cannot be acted upon with equal vigor. Usually resolution of the dilemmas will have to be made by trying to steer a course which tends to minimize institutional problems, but since there is variation in the social contexts of schools, one school is likely to resolve the dilemma in a way different from another school.
>
> 'Left side' resolution should not be understood as providing a magic solution to the dropout problem. Nevertheless, in our sample, to the extent that the school served a large population of students who have personal, social and family characteristics associated with a high dropout rate, a "right side" pattern of resolution tended to exacerbate the problems of this group."

The ways in which schools respond to potential dropouts, the willingness or ability to offer understanding and options, can impact on the level of dropouts in a given school. The individual student's perception of whether or not the school is making an attempt to keep him or her in school (and vice versa) is also a part of this process.

Options for Dropouts

Many dropouts who learn that most employers require a high school diploma decide to earn credentials and skills either through the school system, Comprehensive Employment and Training Act (CETA) or other training. Because of the time lag involved and the difficulties in data collection it cannot be reliably determined how many earn a marketable credential. The continued high dropout rates of schools and high unemployment rates for young dropouts show the problem is not abating.

Interviews with local adult education staff in the Lansing area indicates that if an individual spends a year out of school and then attempts re-entry, they often bring with them one of two things: a child or a criminal record. Both represent serious potential barriers to employment.

As part of an attempt to locate the dropout population in the state of Ohio, Governor James A. Rhodes of Ohio ordered an in-depth study in 1980 on "High School Dropouts and Unskilled Graduates." The state Department of Corrections provided a survey of state prison inmates. On January 31, 1981, the Department presented the following startling fact: "85% of state prison inmates are school dropouts."[11]

The many personal, educational and socio-economic problems which have over the years attached to this group of people we call dropouts or potential dropouts are left for the high school or employment and training staff to treat. In the absence of military service, the school system is the last institutional focus through which a person's motivations and abilities to deal with day to day living and working can be examined and enhanced.

On the CETA side, some staff view a dropout with inadequate reading and math skills coupled with no work history as a bad investment of CETA resources. The dropout has too many barriers to employment. There are other clients for whom the road to job placement is shorter and less expensive. Placement, after all, is the basis upon which CETA is evaluated.

Likewise for the school teacher. The troubled student, who is behind in basic educational skills is often seen as not worthy, or not appreciative of, the effort. Or he or she "takes time away from the others, the good students."

Yet, failure to deal with these people in educational and employment and training programs is a temporary side-step. We, as taxpayers, will later pay a much larger cost for these people - in welfare, corrections and other assorted budget items.

This paper then, takes on an additional purpose, not mentioned in the introduction. It is to serve as an advocacy for making the investment in understanding and working with those young people wishing to develop their potential and take their place in productive society.

WHAT'S BEING DONE

It has been made clear that significant percentages of Michigan youth are leaving school for a wide variety of reasons and that they are foundering in the labor market. The next step is to assess what mechanisms in the school system and the employment and training community are available to aid this group. A review of the services offered and recent program evaluations is in order.

Service Providers and Vehicles

The following agencies/programs have been identified as delivering services to dropouts and potential dropouts in Michigan.

Comprehensive Employment and Training Act (CETA)

1) Title II BC
2) Title IV
    a) Youth Employment Training Programs (YETP)
    b) Youth Community Conservation and Improvement Projects (YCCIP)
    c) Youth Incentive Entitlement Pilot Projects (YIEPP)
    d) Summer Youth Employment Program (SYEP)
    e) Job Corps
3) Title IID and VI Public Service Employment
4) Governor's Grants

In some cases CETA prime sponsors administer the youth programs. In other cases it is schools and community based organizations such as community action agencies, urban leagues, etc. that administer the programs.

Michigan Department of Education

Through federal funding:

1) Elementary and Secondary Education Act (ESEA)
    a) Title I - Compensatory Education for Disadvantaged Students
    b) Title IVC - Improvements in Local Educational Practices
2) Vocational Education Act Part B - Programs for Disadvantaged

Through federal, state and local funding:

3) Regular Vocational Education Programs
4) Cooperative Education Programs
5) Adult Education
6) Section 48 of the State School Aid Bill
7) Michigan Public Act 97 of 1979 "Secondary School Options"

Local Educational Agencies

1) Work Experience Career Exploration Program (WECEP)
2) "Alternative Education"/Schools without Walls"/"Re-entry" Programs
3) Experience Based Career Education/Experiential Learning

Serving Dropouts in CETA

CETA programs provide work experience, classroom training, vocational exploration, on-the-job training, placement, counseling and other services to assist in school completion, skill development, career decision-making and overall employability. The differences between the various titles involve allowable expenditures, eligibility and participant duration. The Governor's Grants allow for experimental and demonstration projects providing added flexibility in service delivery.

Table III displays fiscal year 1980 statistics on characteristics and performance for all Michigan participants in the various CETA Titles. That year the system served 31,700 high school dropouts. However, this number is misleading, in that dropouts of all ages are included. Forty-five year old dropouts are not to be considered in the cohort examined in this paper. Title IIB/C served the largest number of dropouts. The Youth Community Conservation and Improvement Projects (YCCIP) served the highest percentage of dropouts (40.6%). The Youth Employment Training Program (YETP) mandates a 22% set aside of monies for programs for in-school youth carried out "pursuant to agreements between Prime Sponsors and local educational agencies."

TABLE III
SELECTED CHARACTERISTICS AND PERFORMANCE OF MICHIGAN CETA PROGRAMS
10-1-79 through 9-30-80

	TITLES					
	IIB/C	IID	VI	IV YETP	IV YCCIP	IV SYEP
Total Participants	66,530	22,555	20,580	17,685	2,235	40,287
Employment Rate % 1)	25	32	31	16	17	1
Positive Termination Rate %	65	47	53	66	57	84
Cost per Employment $	6,976	26,154	31,300	14,172	22,603	
Cost per Person Served $	1,106	3,678	4,687	1,206	2,387	674
% Dropouts Served	24.1	23.2	24.6	12.5	40.6	5.6
Number of Dropouts Served	16,033	5,232	5,062	2,210	907	2,256

Source: 1980 Michigan CETA Activity Report
for October 1, 1979 through September 30, 1980
Michigan Department of Labor Bureau of Employment & Training

1) "Entered employment rates" shown are for all participants in a title.

Computer assisted analysis was prepared using the Manpower Services Evaluation System developed by the Bureau of Employment and Training. This analysis focused on the performance of high school dropouts from an eight Prime Sponsor sample in the various CETA titles. One finding of the study was that 16 and 17 year old participants were more likely to return to school than 18 year old and older participants who tended to terminate to employment rather than to school.[12]

Another separate program under CETA Title IV is the Job Corps. The Job Corps is one of the oldest youth programs, created as part of the War on Poverty in 1964. Job Corps programs are operated outside of the Prime Sponsor system which administers the other titles of CETA. Job Corps members are offered education and training in 95 centers nationwide. Statistically over the years between 85 and 90 percent of Job Corps enrollees have been high school non-completers.[13]

In Michigan, the Detroit Job Corps Center has been operating since 1970. Currently it has a capacity of over 300 students. A new Job Corps Center opened recently in Grand Rapids with a capacity of 400. The Benton Harbor area will be the site of the next Center in Michigan.

Nationally the Job Corps reports the following termination statistics for fiscal year 1979:[14]

TABLE IV

JOB CORPS PERFORMANCE STATISTICS FY 1979

Terminations	51,800
Placement Reports Received	43,000
Reported as Available for Placement	34,500
Obtained Placement (job military, school or further training)	32,000
Placement Rate of those Available	92.6%

Recent analysis of the post-enrollment experience of Job Corps enrollees showed significant increases in wage rates over non-enrolled control groups.

Two pilot programs, funded federally, have program sites located in Michigan: the Youth Incentive Entitlement Pilot Projects (YIEPP) and the National Supported Work Demonstration. The YIEPP provides a guaranteed minimum wage job to disadvantaged young people who remain in or re-enroll in high school or an equivalent education program. The program is being phased out currently. Analysis of statistical, and survey data on the early years (1978-79) of the project are now available. School enrollments for out-of-school/unemployed youths rose 70% with the conclusion that "YIEPP appears to be an effective vehicle for increasing the school enrollment rate of disadvantaged youth, particularly those 'out of school'.[15] The provision of a guaranteed job also produced positive results in retaining unemployed students in school.

The National Supported Work Demonstration is operated under the auspices of the Manpower Demonstration Research Corporation (MDRC). The MDRC obtained funding from a number of public and private sources to provide training to four identified groups having severe barriers to employment: ex-addicts, ex-offenders, young dropouts and welfare (AFDC) mothers.

It should be noted that the Supported Work Project did not include educational/instructional components. However, for the dropout group return to school was considered a positive outcome. The MDRC reports "overall supported work appears to have little impact on the employment, drug use or criminal activities of the youth target group . . . The program did not affect the propensity of the youth group to return to school or to a GED program."[16]

As is evident the CETA system enrolls large numbers of high school dropouts for education, training and placement. Being a high school dropout does not automatically qualify a person for CETA services. Being below poverty income levels, being out of work for extended periods, being under employed or receiving public assistance are the primary qualifying categories. Many dropouts, it seems, do fit into these categories.

Federal Education Legislation and Programs for Dropouts and Potential Dropouts

The two main legislative conduits through which federal funds reach Michigan Public School dropout programs are the Elementary and Secondary Education Act of 1965 (ESEA) and the Vocational Education Act of 1963 (as amended). These laws clearly provide for the funding and development of programs and staff for youth who have not succeeded in the traditional school setting. Among them:

ESEA Title I Compensatory Education (Michigan funding FY 80 $133 million)

- "To provide for special educational needs of low income families and the impact that large concentrations of low income families can have on local education agencies (LEAs)."

- "To implement demonstration projects involving the use of innovative methods, systems materials or programs which show promise of reducing the number of children who do not complete their education."
- "To allow for the development of individualized educational plans, maintained and evaluated by LEA, teacher, parent and child."

NOTE: The bulk of funding under this title in Michigan goes to children in grades 1-7.

ESEA Title IVC Improvements in Local Educational Practices (Michigan funding $2.78 million FY '80)

- "Monies are allocated for the development and demonstration of activities designed to address serious educational problems including: 1) high rates of children who do not complete secondary school 2) educationally deprived children . . ."
- "Professional development of teachers and other personnel."
- "Programs to extend the educational process beyond the school building using community resources."
- "To increase parental involvement in the education process."

In order to facilitate the replication of successful education programs, the U.S. Department of Education operates the National Diffusion Network. The Network disseminates program information on educational practices which have proven effective based on three years of evaluation.

The Michigan focus for state level initiatives and demonstrations in alternative education is through the Michigan Department of Education's "Adoption Program" and "Experimental and Demonstration Centers Program." Through these programs the Department encourages local and intermediate school districts to promote positive educational practices identified by the National Diffusion Network. The Department makes "seed money" available for planning and implementation of such programs. Appendix C presents a sketch of several of those programs dealing with dropouts and potential dropouts.

Vocational Education Act (Michigan funding FY 80, $46.3 million)

Monies disbursed through Federal Vocational Education legislation fund regular vocational education, cooperative education, work study, placement services and other administrative and support services. Federal funds provide only 5% of all Vocational Education costs. State "added cost" and local monies fund the bulk of program services.

Special provisions in the legislation for serving dropouts and potential dropouts include:

Special Programs for Disadvantaged - "to areas of high concentrations of youth unemployment and school dropouts . . . to pay the full cost of vocational education for such disadvantaged persons."

Consumer and Homemaking Programs (in Vocational Education) - "one third of such funds shall be used in economically disadvantaged areas of states to teach resource management, encourage participation of males and females combining the roles of homemaker and wage earner; encourage outreach programs in communities for youth and adults with special needs."

Exemplary and Innovative Programs - "for development of high quality vocational education programs in urban centers with high concentrations of economically disadvantaged individuals; unskilled and unemployed . . . (and to provide) training opportunities in sparsely populated rural areas."

Vocational Guidance and Counseling - "not less than 20% of funds available . . . shall support counseling and guidance to foster understanding of options; educational and job placement counseling for youth offenders (and) vocational resource centers to meet the needs of out-of-school individuals."

NOTE: Most of these dollars are specifically targeted or are disbursed on a competitive basis. They are not necessarily available to all who need or want them.

STATE FUNDED INITIATIVES

State School Aid Bill: Section 48

Section 48 of the State School Aid Act provides monies to support non-residential, alternative juvenile rehabilitation programs. During the 1979-80 school year, 91 programs were funded. The legislation puts a ceiling on funding for Section 48 programs of $1.8 million. The legislature has never appropriated the entire amount. "All Section 48 programs serve a population of youth, grades 7 through 12, characterized by delinquent or pre-delinquent behavior, withdrawal from the traditional educational system (whether voluntary or involuntary), and/or a lack of fundamental skills in reading or math. The design and structure of these alternative programs varies, according to the needs of each community and its student population. As a result, Section 48 programs range from full time alternative high schools to a single alternative classroom within the traditional public school environment."[17]

Although the legislation mandates evaluation of Section 48 programs by the Department of Education, the Department has not had the resources to perform the task. A voluntary group of alternative education staff has banded together to form the

Michigan Association for Educational Options (MAEO). This organization surveyed the 91 programs regarding their 1979-80 performance. Sixty-seven programs responded. Following are some excerpts from the report.

Alternative programs provide a wide range of services in order to meet the needs of the students they serve within their community. Table V illustrates the number of alternative programs that provide the following services:

TABLE V

SERVICES PROVIDED BY ALTERNATIVE PROGRAMS

Service	Number of Programs Providing Service
Basic Education	64
Counseling	61
Vocational Education	33
Job Placement	35
Daily Living Skills	49
Cultural Enrichment	22

The growing need for alternative programs is demonstrated by the fact that 48 of the 67 programs have waiting lists of students requesting their services.

In the 1979-80 school year, 5,717 students were served by the alternative programs submitting reports. The pre-requisites for enrollment in an alternative program are determined locally and represent a wide variety of referral sources. Table VI provides a breakdown for all categories of referrals for the 1979-80 school year.

TABLE VI

CATEGORIES OF REFERRALS TO ALTERNATIVE PROGRAMS

Referral Sources	Number of Students	Percent
Juvenile Court	627	12%
School Personnel	3,247	64%
Parents	280	5%
Self	753	14%
Other*	260	5%
TOTALS	5,167	100%

*Other (includes Social Agencies, CETA, Intermediate Districts, Department of Vocational Rehabilitation)

The primary reasons for these referrals include involvement in the juvenile justice system, dropout, disciplinary, truancy and academic failure in the traditional school setting.

Of the 5,717 students enrolled in Section 48 programs covered in this evaluation during the 1979-80 school year, 2,334 students continued their enrollment in the alternative program from the previous year. Furthermore, 1,616 of the students were enrolled, or re-enrolled in other academic or vocational programs. This represents a total of 4,802 students remaining in school or furthering their education during the 1979-80 school year. Also, 544 students graduated and 77 received a G.E.D.

Evaluations of alternative education programs at the state and local level are scarce. The MAEO report is therefore very important even though MAEO concedes the survey was voluntary, and as such was not as extensive as might be desired. They do, however, state a number of conclusions:

(1) Section 48 programs cover a wide range of communities: rural, suburban and urban.

(2) These programs service a wide range of clientele: grades 7-12.

(3) The number of students served by alternative programs is increasing.

(4) Students, once considered "high-risk", are staying in school, whether they are enrolled in alternative programs or other educational programs.[18]

These conclusions are particularly important from the standpoint that the target population served by Section 48 programs consists of those students who have been unsuccessful in the traditional public school. The students' behavior, academic deficiencies or alienation have precluded their opportunity to benefit from the offerings of a traditional curriculum. The alternative programs studied in this survey have demonstrated, however, that these students can be successful in an academic environment which provides for their singular needs. These programs are examples of institutional evolution which adapts the school programs to meet the needs of students who are not responding in the traditional classroom.

The MAEO recommendations which naturally follow include:

(1) Continuation/increase of appropriations for Section 48.

(2) Regular and consistent evaluation conducted by the Department of Education.

Members of MAEO volunteer for in-service technical assistance in local districts. In 1977, MAEO received a federal grant from the Law Enforcement Assistance Administration (LEAA) to prepare a brochure on how to establish a local alternative education program.

The Secondary School Options Program

Public Act 97 of 1979 was drafted with extensive Michigan Department of Education input, specifically targeted toward local education agencies and individual school buildings attempting to deal with dropouts and potential dropouts. The Options Program was recommended to replace the Neighborhood Education Centers which were found to be unconstitutional by Attorney General Frank Kelley.

The law provides for two distinct components: Alternative High School Completion and Pilot Dropout Prevention. Grants for the programs are awarded through a statewide competitive process.

Alternative High School Completion

The purpose of this grant program is to provide local school districts, community colleges, and intermediate school districts with the funding resources to implement appropriate alternative high school completion models and service strategies for individuals needing special services.

The goal is to encourage young adults to return to the learning environment, help them gain basic skills, complete high school, obtain needed identified supportive and human services, gain career awareness, receive placement services in job training situations, and be able to function competently in the adult world.

The amount of funds available for this purpose in FY 1980 was $593,700. No funding was provided in FY 1981.

Pilot Dropout Prevention Grants

The purpose of this program is to provide additional funding incentives to buildings which experienced a dropout rate in the 1978-79 school year of 12 percent or more.

Activities for which the grants may be used are to improve the career counseling and guidance, provide vocational awareness, give assistance in acquiring subsidized and unsubsidized job placement, and implementing techniques and methods to teach positive work habits and attitudes.

The Pilot Grant will permit a district building to engage in the development and implementation of programs to assist young people between the ages of 14 and 16 in acquiring the appropriate skills, attitudes, and work experiance necessary to be successful in the transition from schooling to the world of work. In Fiscal Year 1980 the sum of $50,000 was made available. No funding was provided in FY 1981.

Department of Education evaluations of FY 1979-80 programs indicate that of 2,145 enrollees in the Alternative High School Completion Program, 447 (20%) graduated. A total of 942 (42%) were placed in jobs. When asked where they preferred to continue their educational goal, 1195 (55%) preferred to return to the alternative compared to 178 (8%) who elected to return to the traditional classroom. All programs showed improved attendance records and student retention levels. The negative termination rate was reported at 11% (246 enrollees).

Conclusions reached in the evaluation included:

1. Youth and young adults 16-22 can be recruited into alternative education programs.
2. Youth and young adults 16-22 show attendance improvement patterns in alternative programs compared to traditional K-12.
3. Youth 14-16 years of age can benefit positively from the job experiences and employability skills training alternatives offer.
4. School districts are eager to set up alternatives for the 16-22 and 14 to 16 year old who cannot be successful in the regular K-12 school as evidenced by the inquiries these programs have received from other districts.
5. School districts benefit from funding incentives such as Secondary Options Grants in establishing alternatives since 200 districts expressed interest last year in starting an alternative program.

High School Completion through Adult Education and G.E.D. (FY 1980 funding $100 million)

NOTE: High school completion is one small part of Adult Education expenditures. The dollar figure above is somewhat misleading.

Many people who leave high school without a diploma return later to complete their studies. The State of Michigan, through Adult Education and General Education Development (GED) certification, provides credentials to thousands each year (Tables VII and VIII). The majority of persons taking the GED exam in 1978 (55.7%) and 1979 (64.5%) are under age 24. Over half of all who take the test pass. They tend, on average, to have left school in the tenth grade. More than one-third report plans to study further.

TABLE VII

ADULT EDUCATION PROGRAMS IN MICHIGAN 1975-76 THROUGH 1977-78

	Participants in Adult Basic Education Programs (Grades 1-8)	Participants in Adult Secondary Education Programs (Grades 9-12)	Persons Who Received GED Certificates
1975-76	39,815	41,594	1976 Calendar Year. . 10,937
1976-77	31,199	81,690	1977 Calendar Year. . 8,300
1977-78	36,520	70,872	1978 Calendar Year. . 9,848

SOURCE: Adult Extended Learning Services, Michigan Department of Education

* *

TABLE VIII

GENERAL EDUCATIONAL DEVELOPMENT (GED) SELECTED STATISTICS FOR MICHIGAN 1978 and 1979

	Official GED Centers in Operation	Number of Different Persons Tested (Including Re-tested & Incomplete)	Persons Passing		Average Years of Schooling	Percent Planning Further Study
			Number	Percent		
1978	157	22,371	12,560	56.1	10.1	44.0
1979	152	28,060	14,814	52.8	10.1	38.1

* *

PERSONS TESTED, BY AGE GROUP (%)

	19 (or under)	20-24	25-29	30-34	30-39	40 (or +)
1978	29.7	26.0	14.0	9.4	6.8	14.1
1979	39.9	24.6	13.4	8.2	5.5	8.4

SOURCE: Adult Extended Learning Services, Michigan Department of Education

Local Efforts in Addressing the Needs of Dropouts and Potential Dropouts

WECEP

The Work Experience Career Exploration Program was initiated in 1969 as a pilot work experience opportunity for 14 and 15 year old youth. Generally youth participating in WECEP are having trouble in school and are referred as being potential dropouts. The program allows them to begin earning some money while at the same time receiving a more mature perspective of responsibility, the world of work and the connection between learning and work.

WECEP is actually a deviation from federal child labor standards which allows youth 14-15 years of age to work in occupations they would normally not be allowed access to. No federal dollars are associated with WECEP. Michigan has only one WECEP program. It operates out of the Lansing School District with a 1980-81 caseload of fifteen students.

Youth working in a WECEP job must be enrolled in "related instruction" in the classroom. This poses a problem because most vocationally related instruction is available in senior high schools where the student body is generally aged 16-18. The WECEP program operators sometimes have a difficult time placing 14 year olds in the private sector. However, reports from employers participating in the program are positive regarding the interest and energy the youth display. A national conference of WECEP program operators held in October 1979 found attendees touting WECEP as an effective dropout prevention strategy. Nationwide, nineteen states have WECEP programs enrolling approximately 20,000 students. Successful programs usually have solid private sector support made up of employers who understand the type of person being placed and the need for close cooperative supervision.

Experience Based Career Education (EBCE)

As one of the nationally recognized "Diffusion" programs disseminated by the U.S. Department of Education, students in EBCE are provided learning experiences in the community by working adults wherever careers are practiced. Students can, if needed, explore careers by working in a variety of employer sites. Students are not paid for learning. Contact is maintained between worksite supervisors and school staff to ensure appropriate academic credits are awarded for predesignated competencies gained in the out-of-school experience.

These various state and Federal competitive grants and demonstration projects reach only a small percentage of school buildings. Generally the legislation targets districts with very high dropout and/or unemployment rates (over 10%) or schools with large numbers of very low scores in the Michigan Educational Assessment Program testing.

School districts with average or low dropout rates must fund programs to retain, remediate, counsel or employ troubled students without the aid of outside funds. No comprehensive information exists (to our knowledge) which documents how local school districts in Michigan are serving this cohort either quantitatively or qualitatively. Items for examination at the local level would include:

1) Availability of Cooperative Education/Vocational Education or CETA work "slots" for potential dropouts.
2) Options for earning academic credit for experiential learning.
3) Existence of "alternative education" classes, staff and referral mechanisms.

An upcoming survey conducted through the Michigan Department of Education involves a general needs assessment of Adult Education in Michigan. Dropouts will be examined as one portion of those who use adult education services. The results of the survey will not be available until sometime in 1982. They will be used to target resources and refine services.

What Services are Available?

A variety of state and federal programs have been identified which provide funding and technical assistance to service this group. Services available under these programs can be categorized in eight basic areas:

1) Remedial Education
2) Special Education
3) Counseling
4) Vocational Training
5) Employability Training and Placement Services
6) Work Experience
7) Daily Living Skills
8) Support Services - day care, transportation

There are three basic service mixes and outcomes of attempting to service school dropouts and potential dropouts in the school system:

1) Providing some limited services which will allow the individual to function in the traditional classroom.
2) Providing more extensive services in a non-traditional setting (alternative education).
3) Providing some direction to individuals who absolutely cannot or will not remain in any school program.

In examining these programs and services a number of questions must be asked:

1) What program elements are bringing results (e.g. graduation, GED certification, job placement, return to school)?
2) Are professional staff communicating on a state and local basis to share successful components?
3) How expensive are these programs?
4) Are there effective linkages between agencies dealing with dropouts (Social Services, Courts, Schools, CETA, Job Service) which might reduce costs, or improve success rates?

What Program Elements are Bringing Results?

The generic, broadly stated "cure" for this group of youth is to develop productive environments and tasks which will allow them to succeed. This process involves improving self-image and motivation, presenting visible task and reward systems, and creating a setting in which expectations, rules, regulations, and the reasons for them are mutually understood.

A comprehensive survey of local efforts in Michigan to deliver these services has not been performed to date. National efforts to identify model programs and components have been published. Successful service components are identified below, with the caveat that no program is going to work every time with every individual.

Counseling

Young people having problems in school need personal, "I care about you" interaction with adults. Whether the subject is emotional, academic, or economic, the opportunity to share these pressures and anxieties in a non-confrontational, confidential way is much needed. Recent experience with "peer group" counseling in which a group of dropouts and potential dropouts work out their difficulties and frustrations together with a trained staff person has proven very successful. In some groups, half the group is made up of dropouts/potential dropouts and the other half is composed of youth who are in school and doing well. The peer group method reduces pressures on the number of staff needed to provide adequate services.

The Metropolitan Detroit Youth Foundation, through CETA funding, operates a program entitled Project Graduate. Peer counseling and remedial education are the focus of the experience. In summer 1980, 72 dropouts participated with the following results: 36 returned to school and 20 enrolled in a G.E.D. preparation program.

Because the range of problems experienced often extends into the family, access to and involvement with Social Service and Correctional counseling staff can be beneficial in terms of cost savings and fully understanding the individual's problems.

The use of counseling delivered before, or at the onset of academic or behavioral problems is the best method of keeping students in the traditional classroom. As the Project Graduate results indicate, peer counseling can also be an effective tool in encouraging recent dropouts to re-enroll in school.

Basic Educational Skill Development

Lack of minimal competencies in reading, communication and arithmetic is one of the greatest obstacles to employment. In the publication Teenage Undereducation and Unemployment: What Approaches Work? authors Murphy and Pawasarat present case studies of eight "exemplary" youth education and training programs. They state:

> "To offer a program for out-of-school students which does not provide remedial instruction can probably be expected to have a minimal long term impact on youth unemployment."

All eight programs presented had basic education components. This can present a problem for the schools because this type of instruction is more individualized. The student to teacher ratio as recommended by the programs reviewed should be approximately 15:1 (or lower).

Connecting School and Work

As was stated earlier, dropouts often become disinterested in school because they see no relationship between their in-school activities and what they see going on around them on the outside. They also have little knowledge of the world of work. They have very vague conceptions of the variety of possible careers and competencies needed. Basic attitudes concerning punctuality, handling responsibility and "starting at the bottom and working up" are missing.

Many different methods of communicating the realities of the working world to in-school youth are utilized currently in Michigan:

- Career awareness classes in which students view media pieces on various careers. Also, local business, professional and labor people come into the class to speak and answer questions.
- Job shadowing, Day on the Job, etc., where young people visit or work occasionally at a local business.
- Job search skills are now taught in vocational education and other courses in school. Resume writing, interviewing, and filling out applications are among the skills presented.
- Experiential learning, for which academic credit is awarded, giving youth contact with the realities of adult life and responsibilities.
- Courses in "daily living skills" are provided in many Michigan high schools for elective credit. These courses contain components dealing with (among other things) money management, understanding contracts, parenting, job search, coping with one's feelings, and interpersonal communication. This type of course is very beneficial for those students who seem firmly committed to leaving school. Indeed, they will need the benefit of the subject matter more than any other set of individuals.

Michigan programs such as Experience Based Career Education and Student Assistance Program (Appendix C) involve these concepts. Based on National Diffusion Network evaluations of the "parent" programs upon which the Michigan programs are based, the programs produce positive outcomes in terms of reduced absenteeism and dropout rates, and improved attitudes toward self, schooling and career aspirations.[19]

Work Experience

This item may appear as a sub-item under "Connecting School and Work" for in-school youth. However, for dropouts and economically disadvantaged students the income provided by a ten to twenty hour a week job may be vitally important. For many dropouts, especially older individuals, a full day in class may be too much. Identified model alternative education programs often combined one-half day of academics with one-half day of work experience.[20] As shown in the WECEP program, the provision of work experience to potential dropouts before they are old enough to drop out, often motivates them to remain in school. Whether it be through vocational education, cooperative education, CETA or whatever, the availability of a job is an attractive incentive to remain in school and to perform. The use of the job as leverage to boost school attendance and performance is a very effective motivational tool.[21] An individual must keep a certain gradepoint and attendance record or face a reduction in working hours. Conversely, good school performance may be rewarded by an increase in hours worked. Most work experience (publicly funded) will not allow an incentive pay raise to be given, hence the increase in hours.

The key to this process is good school/worksite communication. The school counselor-teacher must be in contact with the work supervisor to exchange information on the progress of the student.

Non-traditional Setting

As was discovered in the Youth Initiative Entitlement Pilot Program (CETA), even when a guaranteed job accompanied the request to return to school most dropouts refused to return to the site of their failures and frustrations. Successful programs reviewed stressed flexible hours, informality and often a completely different building (e.g. a community college, neighborhood center, community based organization).[22]

Open-entry, open-exit concepts work well as participants often "disappear" from the classroom as outside problems (home, legal, jobs) keep them away. Staff usually contact individuals who have been away, but not in a way that would create a desire to quit the program.

Support Services

Program operators report that an item as insignificant as a bus ticket can make the difference as to whether a youth remains in a program. A youth may have a half day of school and then have to travel several miles through a busy city to work a job. This is a barrier to success. The availability of child day care for women wanting to continue school or undertake training is also a barrier. Successful programs provided for these services where possible and considered them not an extra or a "frill" but as an important service which allowed people to participate who otherwise would not. Among the eight "model" programs reviewed, all but one provided transportation allowances. Child care was either provided in-house or was coordinated through other public agencies.[23]

Are Professional Staff Communicating to Share Successful Components?

The Michigan Adoption Program and programs operated under experimental monies (Titles I and IVC ESEA) do receive attention in publications printed by the Michigan Department of Education. Whether a local school district or building principal could receive staff training to address the re-enrollment of dropouts or retention of potential dropouts is questionable. In May 1981 the

Michigan legislature, through Public Act 36, provided $2.2 million for local educational professional staff development. As a part of the application process for these funds, the requesting district/consortium of districts were to identify the ten top needs in terms of staff training. As reported by the Michigan Department of Education the statewide top ten priorities were:

1. Discipline
2. Stress
3. Student Motivation
4. Gifted and Talented
5. Individualized Instruction
6. Teacher Exchange Opportunities
7. Law and Liability
8. Student Self-Concept
9. Mainstreaming
10. Emergency First Aid

At least four of the items have a direct relationship to the types of services identified as successful in servicing dropouts and potential dropouts (Numbers 1, 3, 5 and 8). Traditional classroom teachers, through this needs assessment, have indicated the desire to improve their abilities to "reach" troubled students and help them succeed.

The Michigan Association for Educational Options is a voluntary group of educators dealing with youth who are having problems in the traditional school setting. They have joined together to work on bettering their programs through improved methodology and institutional support from the educational community. This association may provide a future focus for staff development, technical assistance, and model program dissemination in alternative education and in keeping potential dropouts in the traditional classroom.

The CETA system has also attempted to avoid "re-inventing the wheel." As applied to youth programs this tenet has produced a body of literature including Youth Knowledge Development and CETA-Private Sector assistance manuals. These materials provide information on model programs for specific target populations (e.g. dropouts.)

How Expensive are These Programs?

On the face of it, the services provided to dropouts and potential dropouts seem expensive. But in a 1971 Ph.D. thesis for the College of Education at Michigan State University, author Kathleen Marie Henneghan surveyed alternative education program operators in thirty-seven schools and found a range of per pupil costs from $35 to $1,079.[24] In Murphy and Pawasarat's review they found "alternative education actually tends to be much cheaper than public education." Per pupil costs in the Boston program were $1,375 and in Minneapolis $1,750. The Michigan Department of Education reported grades K-12, 1977-78 per pupil cost of $1,589.[25]

Specific cost analyses for dropouts in CETA are not available. Murphy and Pawasarat report that the provision of the type of "comprehensive" services (e.g. childcare, transportation, vocational training, work experience) needed by dropouts will raise CETA costs. This is especially true if there is no local alternative education program. The CETA system then must pay for any educational components provided (e.g. community college tuition, books, etc.).

Because the characteristics of the dropout population tend to provide them with eligibility in a number of agency programs (e.g. CETA, Social Services), the opportunity exists to share costs.

Are There Effective Linkages Between Agencies Dealing with Dropouts?

One way to conserve scarce economic resources is to build a multi-agency approach in which different services are delivered using different funding sources. The local educational agency (LEA)-Comprehensive Employment and Training Act (CETA) connection in serving youth is widespread. In many areas, not only do CETA Prime Sponsors spend the mandated 22% Title IVA, CETA-school joint venture monies; they spend more and use money from other titles as well. In such a situation, ideally, the school pays for the in-class education and CETA provides the work experience portion (a job). Many Prime Sponsors have staff located right in the high schools. There are technical assistance manuals available for CETA and school staff to improve this partnership.

In the CETA system monies are specifically provided to create linkages. In Michigan locally based agencies responsible for fostering communication and cooperative service activities are the Interagency Collaborative Boards (ICB's). They bring together CETA, schools, labor, business and other public agencies to discuss community work and education needs and ways to address them.

There are other agencies having contact with dropouts and potential dropouts which should be involved in the "mainstreaming" and employability of dropouts. They are Probate Courts, Michigan Department of Social Services and the Michigan Employment Security Commission. The Department of Social Services plays a vital role in the area of family counseling. So often the troubled student is living in a home in which several family members have problems. The department, through the Office of Children and Youth Services, provides funds for education (tutoring), transportation, psychological services, and substance abuse. Generally, these funds, spent at the county level, are small. Such amounts, when built into a multiple agency approach, can be meaningful.

CONCLUSIONS AND RECOMMENDATIONS

Youth leave school early because they are having problems in a variety of areas:

1) Academic achievement.
2) Dealing in a positive way with adults and authority figures and the rules they impose.
3) Recognizing the relationship between school and the adult working world and their future.
4) Dealing in a rational, constructive way, with their personal, family, social and economic situations.

These statements are not made to cast blame. All young people have periods of difficulty in these areas. However, as these phenomena occur, some youth react by becoming disruptive in school, refusing to perform or even attend. They soon withdraw or are expelled from the school system. These problems are then carried into their efforts to join the work force.

Federal legislation such as the Elementary and Secondary Education Act and Vocational Education Act have written in them specific sections to service this group. The State of Michigan through Public Act 97 of 1979 and Section 48 funding, has recognized a state responsibility to provide education and employability training to dropouts (and potential dropouts). Successful programs and service components have been identified and tested. In other words, the need is there and the laws have been enacted. The task before us is to improve the identification and referral of these individuals, into funded programs using the resources and technical expertise which has been developed.

Therefore:

- It is recommended if federal education programs are consolidated and funds are allocated to states in block grant form, that programs for dropouts and potential dropouts be included for fair and adequate funding on a long term basis.

- It is recommended that the Michigan Department of Education conduct an assessment of local programs for dropouts and potential dropouts. This assessment would include an analysis of the population of those needing service, and the range and quality of program services now available. The Intermediate School District could provide the focus for local reporting.

- It is recommended that the Michigan Legislature examine funding levels for the Secondary School Options Program (P.A. 97 of 1979) and Section 48 of the State School Aid Bill. Analysis provided by the Department of Education in the preceeding recommendation would be vital in determing funding levels.

- It is recommended that the State Department of Education, with the help of the Michigan Association for Educational Options and other groups of concerned professional staff develop mechanisms to provide technical assistance and staff development to local districts (and/or intermediate districts) wishing to service this population.

- It is recommended that schools should develop "early warning" referral systems which would target youth aged 14-15 who display dropout tendencies for referral and service before they are expelled or are old enough to drop out. This should include an analysis of the WECEP programs being operated successfully in other states (esp. Minnesota, Wisconsin, Illinois).

CETA Prime Sponsors should be cognizant of:

1) The role of work experience in keeping youth in school, and as a leverage for improved performance and as a threshold experience in the adult working world.

2) The need for the availability of other services mentioned in the report.

3) The need to discourage early school leavers from separation from educational programs.

Therefore:

- It is recommended that CETA Prime Sponsors attempt whenever possible to include an educational component in services provided to non-high school completers. Youth (dropouts) under age 18 particularly in CETA during the school year should be enrolled in some type of educational program as a condition of employment in CETA, to promote long term employability.

- It is recommended that CETA Prime Sponsors work with local schools to ensure the availability of the range of services necessary to deal with the complex problems troubled youth experience.

- It is recommended that CETA Prime Sponsors institute a de facto waiting period in the intake of recent dropouts to prevent the creation of incentives for early school separation.

APPENDIX A

EMPLOYMENT STATUS OF HIGH SCHOOL GRADUATES NOT ENROLLED IN SCHOOL AND DROPOUTS, 16 to 24 YEARS OLD BY AGE AND RACE, OCTOBER 1979 (numbers in thousands)

National Data

	Graduates Not Enrolled in College			
	Labor Force Participation Rate %	Employed	Unemployed	Unemployment Rate %
Total, 16-24 years	86.4	12,321	1,167	8.7
16-17	85.4	119	30	20.1
18-19	86.9	2,360	368	13.5
20-21	85.5	3,367	307	8.4
22-24	86.8	6,474	462	6.7
White	87.5	11,051	890	7.5
Black	79.1	1,069	257	19.4

	Dropouts			
	Labor Force Participation Rate %	Employed	Unemployed	Unemployment Rate %
Total, 16-24 years	66.7	2,843	668	19.0
16-17	55.0	228	99	25.6
18-19	69.2	747	209	21.9
20-21	67.6	751	166	18.1
22-24	68.7	1,057	195	15.5
White	69.0	2,401	473	16.4
Black	57.3	387	179	31.6

SOURCE: School and Work Among Youth During the 1970's

U.S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Report 241, January 1981 (p. A-16)

APPENDIX B

LABOR FORCE STATUS OF 1979 HIGH SCHOOL GRADUATES
(not enrolled in further education) and 1978-79 SCHOOL
DROPOUTS BY SEX AND RACE, OCTOBER 1979

National Data

(numbers in thousands)	Civilian Non-institutional Population	Labor Force Participation Rate %	Employed	Unemployed	Unemployment Rate %
Total 1979 high school graduates NOT enrolled in college	1,601	86.7	1,159	229	16.5
Men	731	91.9	579	93	13.8
Women	870	82.3	580	136	19.0
White	1,397	88.4	1,062	173	14.0
Black	170	72.4	75	48	39.0
Hispanic	85	81.1	58	11	(2)
Total 1978 School Dropouts (1)	794	65.9	387	136	26.0
Men	394	78.6	252	58	18[illegible]
Women	400	53.3	135	78	36.[illegible]
White	622	68.5	328	98	23.0
Black	154	53.2	46	36	43.9
Hispanic	71	(2)	38	9	(2)

(1) Does not include 94,000 persons 14-15 years old dropped out of school
(2) Percent not shown where base is less than 75,000

SOURCE: Monthly Labor Review September 1980 pg. 46

APPENDIX C

DEMONSTRATION PROJECT SITES IN MICHIGAN DEALING WITH DROPOUTS AND POTENTIAL DROPOUTS

PROJECT: Cherry Hill Optional/Individualized Curriculum Environment (CHOICE)

Target Audience: Secondary Students/Potential Dropouts.
Focus: Alternative Education.
Description: This project is an adoption of the FOCUS project from the National Diffusion Network. The project deals with a specifically selected portion of the secondary student body. Students are referred to the project by teachers, counselors, or administrators and are invited to submit an application to join a school within a school. Selection is made by a review of applications by CHOICE staff and the availability of space. Each student exhibits one or more characteristics such as inability to function in a regular classroom setting, underachieving, excessive absenteeism and tardiness, hostility toward authority figures, low self-image, and is generally considered a potential dropout by teachers and administrators. The program involves three volunteer teachers and about 60 students working together three hours each morning. During this time four 40-minute classes meet to study English, math, business, health, history, and government. A total of three and one-half credits can be earned in these classes each year. These students are encouraged to also earn credits in a Work Experience Program. Course offerings are rotating every five weeks throughout the school year. Students in the project are involved each day in a large group experience designed to encourage students and staff to help each other with conflicts, stress, and to enhance self-worth.
Implementation Requirements: (1) Volunteer teachers must be reassigned to the project. (2) Inservice training will require two to four days of released time for project teachers.
Contact: Craig Linderman, Cherry Hill High School, 28500 Avondale, Inkster, MI 48141. Telephone: (313) 722-5900.

PROJECT: Experience Based Career Education

Target Audience: Secondary Students
Focus: Career Education
Description: Students are provided learning experiences in the community by working adults wherever careers are practiced. Students can, if needed, explore careers by working in a variety of employer sites. Students are not paid for learning. The curriculum includes individualized instruction in Basic Skills, Life Role Skills, decision-making skills, and assessing themselves. EBCE places responsibility for learning directly on the student and students are accountable for their own behavior and progress in the program. Students are constantly matching facts about themselves with their tentative career goals and interests.
Implementation Requirements: Operational costs range from $800 to $1,700 per pupil per year. Installation costs are teachers 3-5 day training and 208 additional days of follow-up on site visits. Training materials cost about $200 per school site.
Contact: Paul Poledink, Wayne Memorial High School, CE-2, 3001 Fourth Street, Wayne, MI 48184. Telephone: (313) 595-2230.

PROJECT: Student Assistance Program

Target Audience: Secondary Students/Potential or Actual Dropouts.
Focus: Alternative Education.
Description: The Student Assistance Program is an in-school alternative project designed to provide academic instruction and affective education to students who may be potential dropouts. On a voluntary basis, students who have high rates of absenteeism, low grade point average, or behavioral difficulties are enrolled into the program for one to three hours per day as part of their regular studies. Class size is limited to 15 students per hour. Students attend traditional classes for the remainder of the day. Infused throughout the program and highlighted one day per week is the emphasis on affective education. Students are given guidance in examining values, becoming aware of themselves, problem solving, decision making and job seeking skills.
Implementation Requirements: (1) Inservice training for participating teachers(s) requires three days prior to implementation. No extra staff are necessary. (2) Materials will average $450. Most districts will already have most of the necessary materials on hand.
Contact: Maggie VandeVelde, Grand Rapids Public Schools, 143 Bostwick Avenue, N.E., Grand Rapids, MI 49502. Telephone: (616) 456-4803.

PROJECT: The Alternative Project

Target Audience: Secondary Level Staff
Focus: Alternative Education Planning.
Description: The Alternatives Project has developed a process based on student needs that staff of secondary schools can use for the systematic planning of new programs or for the modification of existing programs. The Process Model consists of five phases beginning with preparing a needs assessment, continuing through a program planning phase, and ending with program implementation and evaluation. The complete process will cover a time period of about one year. Selected teaching staff become a steering committee led by a district coordinator who is trained by the Alternatives Project staff. This committee carries out the five phases as outlined in the project's implementation manual. The major goals of the Alternative Project are: (1) Teaching staff will develop alternative programs or modifications to existing programs to better meet the varying needs of the assessment. (2) The evaluation results will show a reduction in the original need. Each program has its own evaluation system, designed by the planning committee for that program.

The Alternatives Project staff will assist the district coordinator in all phases of the Model. The project's Process Model Implementation Manual guides the planners through data gathering, data analysis, conflict management and prioritizing of high needs. These needs become the framework of the new or modified programs. Other components include the use of the staff planning model for program development, assuring complete and thorough consideration of objectives, delivery system, impact implications and an internal evaluation system.

Implementation Requirements: (1) Local coordinator (preferably an administrator) must be designated. (2) Released time for Planning Committee: 8 hours for 4-5 people. (3) Released time for staff workshop: 20 hours per teacher. (4) Released time for continued planning: 10 hours for 5-10 people.
Contact: Carol Pyke, Director, The Alternatives Project, Adams Elementary School, 3810 Clintonville Rd., Waterford, MI 48055. Telephone: (313) 673-8900.

Exerpted from: 1980-81 Educational Programs That Work and the Michigan Adoption Program Michigan Department of Education.

FOOTNOTES

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